DOCUMENT RESUME

ED 095 183 88 SP 008 364

TITLE	California Teacher Development Project for Systems of Individualized Instruction: A Dissemination Activity. Components I, II, and III. Final Project Report.
INSTITUTION	California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.; Fremont Unified School District, Calif.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
BUREAU NO	BR-1145
PUB DATE	Jun 73
NOTE	133p.
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	*Administrative Personnel; *Individualized Instruction; *Inservice Programs; Models; Program Evaluation; Teachers; *Workshops
IDENTIFIERS	*California; Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This program is a model of individualization in which participants select components based on individual needs. Each component includes a performance criterion test, a statement of learning objectives, various learning options, and a variety of carefully selected resource materials. The major objective of the program is to demonstrate a teacher and administrator inservice program in California that will provide teacher capability to function effectively in systems of individualized instruction. The following activities were designed to achieve this objective: (a) disseminating information at the awareness level; (b) providing regional sites for demonstration/visitation; (c) identifying districts for inservice training; (d) generating, selecting, implementing, and monitoring inservice programs; (e) providing technical assistance to adopting/adapting districts; and (f) evaluating the diffusion process and the inservice program outcomes. Evaluation focused on the following factors: (a) the increase knowledge about systems of individualized instruction; (b) the development of a positive teacher attitude toward implementation of individualized instruction; (c) the degree to which that attitude was retained after a post-workshop period of 60 days; and (d) the level of satisfaction with the workshop as reported by the participants at its conclusion. Appendixes include a discussion of results, a sample schedule, and tests and forms used. (Author/PD)

ED 095183

CALIFORNIA TEACHER DEVELOPMENT PROJECT

For Systems of Individualized Instruction

BEST COPY AVAILABLE

ESEA TITLE III PROJECT NO. 1145

A Dissemination Activity

FINAL PROJECT REPORT

June 1973

COMPONENTS I, II and III

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Submitted by

Fremont Unified School District
40775 Fremont Boulevard
Fremont, California 94538

Dr. William J. Bolt, Superintendent

SP 008 364

TABLE OF CONTENTS

Component I - Statistical Data 1

Component II - Data for United States Office of Education 5
  Part I - Staff Development 7
  Part II - Extent of Adoption/Adaption 7
  Part III - Extent of Participation 14
  Part IV -Staff Participation/Higher Education Cooperation 18
  Part V - Abstract 21
  Part VI - Products of Projects 23

Component III - Program Narrative Report 24
  Context 25
  Program 29
  Evaluation Narrative 38
  Evaluation Data 44
    Summary of Adoption/Adaption Activities 45
    Project Objective, Major Functions, and Findings 81
    Summary of Project Achievements 86
    Staff Development 96
    Post-Workshop Changes in Classroom Instructional Methods 97

Appendix A: Discussion of Results 105
(Section III of Evaluation Report compiled by Warren Kallenbach, Project Consultant)

Appendix B: Sample Schedule of an Inservice Program 108

Appendix C: Fremont Test of Individualized Instruction 113
EPIC Individualized Instruction Attitude Inventory
Fremont Workshop Evaluation Form
Fremont Survey of Post-Workshop Changes in Classroom Instruction Methods, w/Cover Letter

BEST COPY AVAILABLE

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT I

STATISTICAL DATA

THESE PAGES WERE

~~THIS PAGE WAS~~ MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

Enter Project No. #1145

SECTION C - PROJECT CLASSIFICATION

1. Project Subjects

1.1 ☐ - Language Arts (Development)
1.2 ☐ - Fine Arts
1.3 ☐ - Foreign Language
1.4 ☐ - Mathematics
1.5 ☐ - Science
1.6 ☐ - Social Science, Humanities
1.7 ☐ - P.E., Recreation, and Health
1.8 ☐ - Vocational Education
1.9 ☒ - Other (Inservice Training)

2. Handicapped Education

2.1 ☐ - Mentally Retarded
2.2 ☐ - Hard of Hearing
2.3 ☐ - Deaf
2.4 ☐ - Speech Impaired
2.5 ☐ - Visually Handicapped
2.6 ☐ - Seriously Emotionally Disturbed
2.7 ☐ - Crippled
2.8 ☐ - Other Health Impaired

3. Guidance, Counseling, and Testing

3.1 ☐ - Counseling with Handicapped
3.2 ☐ - Group Guidance Activities
3.3 ☐ - Group Counseling
3.4 ☐ - Career Guidance and Counseling
3.5 ☐ - Counseling with Special Problems
3.6 ☐ - Use of Paraprofessionals
3.7 ☐ - Parent Conferences
3.8 ☐ - Follow-up and Drop-out Studies
3.9 ☐ - Inservice Training
3.10 ☐ - Use of Community Resources
3.11 ☐ - Curriculum Development
3.12 ☐ - General Counseling
3.13 ☐ - Consultation with Teachers
3.14 ☐ - Program Evaluation and Development

4. Grade Levels

4.1 ☐ - Preschool (indicate ages 3 or 4) ____________
4.2 ☐ - Elementary (indicate grades K-6) ____________
4.3 ☐ - Secondary (indicate grades 7-12) ____________
4.4 ☐ - Junior College (indicate grades 13-14) ________
4.5 ☒ - Adult (Professional Staff)

5. Is your project an adoption or adaptation of another Title III project? ☐ Yes ☒ No

If yes, name the agency operating the project: ______________________________

____

END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT II

DATA FOR U.S. OFFICE OF EDUCATION

COVER PAGE

for Component II

Data for U. S. Office of Education

(To be completed for all projects active for any period between July 1972 - Through June 30, 1973. Agencies having more than one project must prepare a report for each project.)

Enter information for items 1 through 7.

1. 1145
Project No.

2. California Teacher Development Project For Systems of Individualized Instruction
Project Title

3. Fremont Unified School District
Local Educational Agency

40775 Fremont Boulevard
Fremont, CA 94538
Address

4. Clyde Voorhees
Name of school official responsible for this report

415/656-8986
Phone No.

5. Clyde Voorhees
Name of Project Director

415/656-8986
Phone No.

6. The 1972-73 school year has been .....

6.1 ☐ The first year of operation.

6.2 ☒ The second year of operation.(i.e., dissemination)

6.3 ☐ The third year of operation.

7. Enter the following ending dates:

Ending date for first year June 30, 1972

Ending date for second year June 30, 1973

Ending date for third and final year ____________________

The report should describe project staff development activities that took place during the period July 1, 1972, through June 30, 1973. If no project staff development activities occurred, write NONE in the first column. Staff development activities are those inservice efforts designed to improve competencies of the staff working full or part-time on the project. Enter the figures in columns two and three.

STAFF DEVELOPMENT ACTIVITIES OF ONE OR MORE DAYS DURATION 1972-73					
(1) Definition of Staff: (Staff includes all personnel assigned to work on the project full or part time, whether paid by the district or the project.)	(2) Total No. of participants (Unduplicated) in all activities.	(3) No. of workshops, conferences and seminars held by type of training			
		Dissemination to spread information about project	Evaluation to appraise progress	Combination of dissemination & evaluation	Other, such as in-service education. Specify (Use back of this page.) (See back)
→	109 (Training teacher trainers)		3 (Workshop staff personnel)	14	11

PART II - EXTENT OF ADOPTION/ADAPTION

1972-1973

The purpose of this section is to find out how many projects are being continued to some extent by the grantee or by other school districts after federal funds have expired.

The report should be limited to projects for which federal funds expired during the period July 1, 1972 through June 30, 1973. If the grantee district expects to continue the project to some extent during the next fiscal year, this should be reported by marking the box. The estimated extent of adoption or adaption by the grantee district should be shown by circling the appropriate percentage figure in the scale.

1. The project is being continued by the grantee in some form after federal funds expired. ☒ Yes ☐ No

2. If the answer is YES, draw a circle around the one figure which best represents your estimate of the degree of adoption/adaption of the project in your school district.

20%	30%	40%	[✓ 50%]	60%	70%	80%	90%	100%

Four one-day workshops were conducted during the year to train one hundred nine (109) new persons who had demonstrated potential to become effective resource staff members at future workshops. Seventy-nine (79) of this group continued with Phase II of the training program, viz. participation as assistant staff members at a regular four-day inservice program conducted by regular project staff members. Seven separate workshops were utilized for Phase II training.

PART II - Continued

3. Is the project being adopted or adapted by other school districts?

☒ Yes ☐ No

4. If the answer is YES, list the school districts by name and address:

4.1 Alameda City Unified Sch.Dist.
400 Grand Street
Alameda, CA

4.2 Alhambra City Elem. Sch. Dist.
15 West Alhambra Road
Alhambra, CA 91801

4.3 Alvord Unified School District
10365 Keller Street
Riverside, CA 92505

4.4 Arcata Elementary School Dist.
1585 J Street
Arcata, CA 95521

4.5 Baldwin Park Unified Sch. Dist.
3699 North Holly Avenue
Baldwin Park, CA 91706

4.6 Bonita Unified School Dist.
115 W. Allen Avenue
San Dimas CA 91773

4.7 Briggs Elementary School Dist.
14438 W. Telegraph Road
Santa Paula, CA 93060

4.8 Cajon Valley Union Elem. S.D.
189 Roanoke
El Cajon, CA 92022

4.9 Campbell Union Elem. S.D.
155 N. 3rd Street
Campbell, CA 95008

4.10 Centralia Elementary School Dist.
6625 La Palma Avenue
Buena Park, CA 90620

4.11 Chula Vista City Elem. S.D.
P. O. Box 907
Chula Vista, CA

4.12 Colton Jt. Unified Sch. Dist.
1212 Valencia
Colton, CA 92324

4.13 Desert Sands Unified S.D.
83-049 Ave. 46
Indio, CA 92201

4.14 Diocese of Stockton
5648 North El Dorado
Stockton, CA 95207

4.15 Dominican Sisters of San Rafael
1520 Grand Avenue
San Rafael, CA 94901

4.16 Duarte Unified School Dist.
1427 Buena Vista Avenue
Duarte, CA 91010

4.17 Elk Grove Unified Sch. Dist.

Elk Grove, CA 95624

4.18 Escondido City Elem. S.D.
Fifth Avenue & Maple Streets
Escondido, CA 92025

4.19 Fairfax Elem. School Dist.
58 Park Road
Fairfax, CA 94930

4.20 Fontana Unified School Dist.
9680 Citrus Avenue
Fontana, CA 92335

PART II - Continued

3. Is the project being adopted or adapted by other school districts?

☒ Yes ☐ No

4. If the answer is YES, list the school districts by name and address:

4.21 Garden Grove Unified S.D.
10331 Stanford Avenue
Garden Grove, CA 92641

4.22 Glendora Unified School Dist.
352 North Wabash Avenue
Glendora, CA 91740

4.23 Goleta Union Elem. School Dist.
5689 Hollister Avenue
Goleta, CA 93017

4.24 Hope Elementary School Dist.
3970 La Colina Road
Santa Barbara, CA 93110

4.25 Hueneme Elementary School Dist.
354 N. Third Street
Port Hueneme, CA 93041

4.26 La Mesa-Spring Valley City Elem.
4750 Date Avenue
La Mesa, CA

4.27 Lakeside Union Elem. S. D.
P. O. Box 578
Lakeside, CA 92040

4.28 Lincoln Unified School Dist.
1956 Stanton Way
Stockton, CA 95207

4.29 Lucia Mar Unified School Dist.
1000 Bello Street
Pismo Beach, CA 93449

4.30 Marysville Jt. Unified S. D.
504 J Street
Marysville, CA 95901

4.31 Merced City Elem. School Dist.
444 W. 23rd Street
Merced, CA 95340

4.32 Montecito Union Elem. S. D.
385 San Ysidro Road
Santa Barbara CA 93108

4.33 Moorpark Union Elem. S. D.
540 Moorpark Avenue
Moorpark, CA 93021

4.34 National Elementary School Dist.
801 "E" Avenue
National City, CA 92050

4.35 Northside Union Elem. School Dist.
P. O. Box F
Cool, CA 95614

4.36 Orcutt Union Elem. School Dist.
P. O. Box 2310
Orcutt, CA 93454

4.37 Oroville City Elem. S. D.
1789 Daryl Porter Way
Oroville CA 95965

4.38 Oxnard Elementary School Dist.
255 Palm Drive
Oxnard, CA 93030

4.39 Palmdale Elementary School Dist.
38260 No. Tenth Street, East
Palmdale CA 93550

4.40 Placentia Unified School Dist.
1301 East Orangethorpe Avenue
Placentia CA 92670

PART II - Continued

3. Is the project being adopted or adapted by other school districts?

☒ Yes ☐ No

4. If the answer is YES, list the school districts by name and address:

4.41 Pleasant Valley Elem. S. D.
600 Temple Avenue
Camarillo, CA 93101

4.42 Poway Unified School District
13626 Twin Peaks Road
Poway, CA 92064

4.43 Reef-Sunset Union Elem. S. D.
500 South First Avenue
Avenal CA 93204

4.44 Rich-Mar Union Elem. S. D.
274 San Marcos Avenue
San Marcos CA 92069

4.45 River Delta Jt. Unified S. D.
445 Montezuma Street
Rio Vista CA 94571

4.46 Riverside Unified School Dist.
3954 Twelfth Street
Riverside CA 92501

4.47 Roseville City Elem. School Dist.
200 Branstetter Street
Roseville CA 95678

4.48 Rowland Unified School District
1830 Nogales Street
Rowland Heights CA 91748

4.49 St. Vincent's Elementary School
420 Florida Street
Vallejo CA

4.50 San Diego City Unified School Dist.
4100 Normal Street
San Diego CA 92108

4.51 San Dieguito Union H.S.D.
2151 Newcastle Avenue
Cardiff CA 92007

4.52 San Joaquin Elementary S. D.
14600 Sand Canyon Avenue
East Irvine CA 92650

4.53 San Juan Unified School Dist.
3738 Walnut Avenue
Carmichael CA 95608

4.54 Somis Union Elementary S. D.
5268 North Street
Somis CA 93066

4.55 Sonoma Valley Unified S. D.
8 Spain Street
Sonoma CA 95476

4.56 South Bay Union Elementary S.D.
601 Elm Avenue
Imperial Beach CA

4.57 Sweetwater Union High S. D.
1130 Fifth Avenue
Chula Vista CA 92011

4.58 Ukiah Unified School District
P O Box 767
Ukiah CA 95482

4.59 Valley Center Union Elem. S. D.
28751 Cole Grade Road
Valley Center CA

4.60 Valley Oaks Union Elem. S. D.
1400 E. Janss Road
Thousand Oaks CA 91360

PART II - Continued

3. Is the project being adopted or adapted by other school districts?

☒ Yes ☐ No

4. If the answer is YES, list the school districts by name and address:

4.61 Ventura Unified School District
120 East Santa Clara Street
Ventura CA 93001

4.62 Vista City Unified School Dist.
200 Michigan Avenue
Vista CA 92083

4.63 Walnut Valley Unified School Dist.
476 South Lemon Drive
Walnut CA 91789

Note: Data for only those districts that participated in the four project-funded workshops was provided above because the extent of commitment is relatively well established and project ability to follow up with these districts is much better than in other cases.

Because commitment of some kind is inherent in attendance at other workshops (investment of personal time and money) it is reasonable to assume that a fairly high percentage of teachers have adopted the concept and have adapted at least some aspect of the individualization process.

PART II (Continued)

Title III Areas of Influence*

As Project Director and/or after consultation with district or county personnel involved:

1. Name Clyde Voorhees Title Project Director
2. Name ________ Title ________
3. Name ________ Title ________

Please rank the impact of this ESEA, Title III project on your local educational agency (LEA). Leave blank any items that do not apply and add other categories as desired. Rank items 1 to 7 (or more if you have made additions to the list). Give examples only on items ranked 1 and 2. Number 1 indicates that throughout the LEA the impact was greatest in developing skill areas or additudinal changes in:

Rank** — Examples

4 Special project development
Needs assessment, goal setting, planning (writing), implementation, etc.

2 Staff training
Resulting in added skills or attitudinal change

3 Parental involvement in the schools
Bringing parents into more direct contact with school activities

7 Community involvement
Instances of community participation other than parents

6 Evaluation competencies and use of evaluation information

1 Products developed
Have the products developed by the project, i.e., Materials: curriculum guides, AV materials, etc. Methods: individualized instructions, use of aides, etc.: been put to use beyond project requirement? List under examples.

5 Management and accounting procedures
Have the project activities resulted in increased accountability in other learning situations? List under examples.

____ Other - Please explain

Use this space to give examples of items ranked 1 and 2.

#1
This inservice training program has been used extensively by our own teachers. Even in this year of statewide dissemination we have trained approximately 275 additional staff members from our district.

#2
Various instruments have been used to evaluate the effectiveness of the workshop throughout the state. All surveys have indicated positive results. The constantly increasing percentage of local teachers involved with individualized instruction is seen as further confirmation of success.

---

* As a result of participation in ESEA, Title III endeavors

** Information derived will indicate areas of greatest impact - Number 1 most impact Number 7 (or more) least impact.

PART III - EXTENT OF PARTICIPATION

1972-1973

The purpose of this part of the report is to find out the actual direct or indirect participation of public and private school pupils and adults in the project during the 1972-73 operational period.

Any participation should be reported only once. The count should be based on actual participation during the 1972-73 school year. The numbers are almost certain to be different from those anticipated in the project application.

The United States Office of Education definitions should be applied:

Direct Participation - Enter the number of different persons participating in activities involving face-to-face interaction of pupils and teachers designed to produce learning, in a classroom, a center or mobile unit; or receiving other special services.

Indirect Participation - Enter the number of different persons visiting or viewing exhibits, demonstrations, museum displays; using materials or equipment developed or purchased by the project; attending performances of plays, symphonies, etc.; viewing television instruction in a school, a center, or home; or participating in other similar activities. Carefully prepared estimates are acceptable.

Elementary - For reporting purposes only, consider elementary as being Prekindergarten through Grade 6.

Secondary - For reporting purposes only, consider secondary as being Grades 7 through 12.

Please supply the information requested for the project.

Table A *

Number of Public and Nonpublic School Teachers, and Counselors Participating

Schools (a)	Staff whose students were direct participants				Staff whose students were indirect participants			
	Teachers		Counselors/Adm.		Teachers		Counselors/Adm.	
	Elementary (b)	Secondary (c)	Elementary (d)	Secondary (e)	Elementary (f)	Secondary (g)	Elementary (h)	Secondary (i)
Public	(See information beginning on				175	55	56	20
Nonpublic	page 93, footnote (D)				3	7	0	1

* These figures reflect only the four project-funded workshops. Twenty-one district level personnel are not included in these totals.

PART III (Continued)

The totals in the following 4 tables must agree one with the other. Also, do not use duplicated figures in the first 4 tables. The target population must be represented by the figures when direct participants are reported. See definitions for direct and indirect in Part III.

Table I * (Four project-funded workshops only)

a. Program Select the program of your project. Use "other" category if none apply.	b. Check (✓) program area(s) covered	c. No. of public school educators directly participating	d. Amount granted this past year
Reading			
Environment/Ecology			
Equal Educational Opportunity			
Model Cities (Urban, Inner-City)			
Gifted			
Handicapped			
Guidance and Counseling		(See informa-	
Drug Education		tion beginning	
Early Childhood Education (Kindergarten and below)		on page 93)	
Other Programs Inservice training	✓		$50,500
	Total		

Table II

Provide unduplicated counts of educators by grade levels. See instructions below:

	a. Staff Enrollment		b. Direct Project Participants		c. Indirect Project Participants		d.	e.
	Public	Nonpublic	Public	Nonpublic	Public	Nonpublic		
Pre K								
K	171	20			10			
1	268	142			24	1		
2	292	141			30	1	N O T	
3	295	142	(See information		31			
4	319	145	beginning on		32	1	APPLICABLE	
5	324	146	page 93)		26			
6	371	154			22			
7	303	131			18	1		
8	311	135			12	1		
9	302	239			* 11	1		
10	260	204			7	3		
11	170	183			5	1		
12	159	175			2			
Adminis.	386	140			97	1		
TOTALS	3931	2097			* 327	11		

* Four project-funded workshops only.

Column a. Include the total educators in the local educational agency.

Column b. Include only the target population.

Column b. & c. See definitions of direct and indirect for both columns.

Column d. Include an estimate of the number of target population students who have been in the project since its inception. A cumulative total of all years is requested. Provide an unduplicated count; therefore, do not count any student more than once.

Column e. Include an estimate of the number of students within the local educational agency who have not been directly serviced by the project, but would benefit from direct participation because they fit the description of the target population.

Table III

Rural/Urban Distribution of Public School, Direct Participants Served by Project - Enter Number of Each Category. See definitions at bottom of page.

Rural		Metropolitan			Total of all Categories
Farm	Non Farm	Low Socio-Economic	Other	Other Urban	not applicable

Table IV

Distribution of Public School, Direct Participants by Project - Enter Number of Each Group.

Negro	American Indian	Spanish Surname	Oriental	White	Other Nonwhite	Total of all groups
						not applicable

Recap of Totals for Tables I, II, III and IV.

Total of Column c., Table I (See information
Total of Column b. (Public School), Table II (beginning on page 93
Total of All Categories, Table III (Not
Total of All Groups, Table IV (applicable

The totals on each line above should agree one with the other.

Definitions:

Rural means an outlying area of less than 2,500 inhabitants.
Low socio-economic means an area of low socio-economic level within a city of 50,000 inhabitants or more.
Other means areas in cities of 50,000 or more inhabitants which are other than low socio-economic areas.
Other Urban means areas (including suburbs) with less than 50,000 but more than 2,500 inhabitants.

PART III (Continued)

Table V (a)

Provide Number of Schools in the Project. (Four project-funded workshops only)

	Public	Nonpublic
Elementary	107	2
Secondary	27	2

Table V (b)

Provide Number of Districts and Educators in the Project. (All workshops - 25. Includes 4 project-funded workshops)

	Public	Non-Public	Total
Districts	243	25	268
Educators	1742	327	2069

Table VI

Number of Students Served Directly by Unique Target Populations (Figures may be duplicated)

Students (a)	Indians (b)	Migrants (c)	Disadvantaged (d)	Handicapped (e)	Childhood Education (Kgtn.& Below) (f)	Other Target Populations (See note below (g)
Number of Students		NOT APPLICABLE				

Note for Column (g) check populations included in the number entered above.

________ Children from non-English speaking environment.

________ Neglected and delinquent children.

________ Gifted ________N.H. ___________EMR __________Dropouts

________ Other (specify)____

PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds.
Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.
Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors	1.0	
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12		
Other		NONE
Subject matter specialists		
Technicians		
Pupil personnel workers		
Health services personnel		
Researchers and evaluators		
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.		
Other nonprofessional	1.0	

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII * (Four project-funded workshops only)

Complete as directed.

Number of consultants paid by Title III funds 24
Number of consultant days paid for by Title III funds 127

PART IV (Continued)

Table IX * (Four project-funded workshops only)

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

327		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration		$
Inservice workshops in regular term of one session to four-weeks' duration	4	$ 12,168.00
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term	2	$ -0-
College credit courses - summer term		$

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

Table X * (Four project-funded workshops only)

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term ___11___.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

N O N E

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers														
Aides														
Students														

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

N O N E

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $__________ cost; (2) number of man-days: _____ formal and ____informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $__________ cost; (2) number of man-days: _____ formal and ____informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $__________ cost; (2) number of man-days: _____ formal and ____informal

* (d) Please indicate any other participation.

College credit for two project-funded workshops were offered, at participant's expense, through the Extension Division at CSU, Sacramento and UC Riverside.

(1) $__________ cost; (2) number of man-days: ______ formal and __X__informal

ALSO SEE PAGES 93, 95

PART V - ABSTRACT

GRANTEE California Teacher Development Project

PROJECT ABSTRACTS *(ESEA, Title III)*	STATE California	TOTAL PROJECT PERIOD	FROM *(Month and year)* July 1, 1971	TO *(Month and year)* June 30, 1973	PROJECT NO. 1145

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT California Teacher Development Project	GRANTEE

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	19__ $	19__ $	19__ $	19__ $	19__ $	19__ $

TARGET POPULATION Teachers, grades 1-12, in both public and private schools throughout California.

PARAGRAPH DESCRIPTION

The inservice program (workshop) is a model of individualization in which participants select components based upon individual needs. Each component includes a performance criterion test, a statement of learning objectives, various learning options, and a variety of carefully selected resource materials.

MAJOR OBJECTIVES

Demonstrate a teacher and administrator inservice program throughout California that will provide teacher capability to function effectively in systems of individualized instruction.

ACTIVITIES TO ACHIEVE OBJECTIVES

Dissemination of information--awareness level. Provide regional sites for demonstration/visitation. Identify districts for inservice training. Generate, select, implement and monitor inservice programs. Provide technical assistance to adopting/adapting districts. Evaluate the diffusion process and the inservice program outcomes.

EVALUATION STRATEGY

The evaluation focused on these factors: 1) The increase of teacher knowledge about systems of individualized instruction; 2) the development of a positive teacher attitude toward implementation of individualized instruction; 3) the degree to which that attitude was retained after a post-workshop period of sixty days; and 4) the level of satisfaction with the workshop as reported by the participants at its conclusion.

EVALUATION FINDINGS

See "Project Objective, Major Functions and Findings" beginning on page 81.

NOT APPLICABLE

HANDICAPPED PROJECT PARTICIPATION ONLY – ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDI-CAPPED CHILDREN SERVED *	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	0-5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	*(b)*	*(c)*	*(d)*	*(e)*	*(f)*	*(g)*	*(h)*	*(i)*	*(j)*	*(k)*	*(l)*	*(m)*	*(n)*
(1) TMR													
(2) EMR													
(3) HH													
(4) DEAF													
(5) SI													
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL													

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS	

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE *(Other than Spanish surname)*	OTHER	TOTAL
(a)	*(b)*	*(c)*	*(d)*	*(e)*	*(f)*	*(g)*	*(h)*
Student Participants							

4. CHILDREN RECEIVING SERVICES – DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas *(over 50,000)*	
(2) Rural Areas *(under 2,500*	
(3) Other Demographic Areas *(from 2,500-50,000)*	
(4) TOTAL *(Sum of lines (1), (2), and (3))*	

INSTRUCTIONS

1. **CHILDREN SERVED** – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and/or *(2)* who received substantial benefit as a result of the purchase or projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL -- Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *(or the number of hours in a regular work week, as determined by the State or local education agency)*. They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. **NON-PUBLIC SCHOOLS** – Of the total number of handicapped children served with Title III funds *(1,(11), (f))*, indicate the number who attended non-public schools.

3. **DISTRIBUTION BY ETHNIC GROUPS** – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. **DISTRIBUTION BY DEMOGRAPHIC AREAS** – Self-explanator

---

* **TMR** – Trainable Mentally Retarded, **EMR** – Educable Mentally Retarded, **HH** – Hard of Hearing, **SI** – Speech Impaired, **VI** – Visually Impaire
ED – Emotionally Disturbed, **CR** – Crippled, **LD** – Learning Disabled, **OHI** – Other Health Impaired

PART VI - PRODUCTS OF PROJECT

	I Product(s) Developed	II Date mailed to Title III	III Annotations
	Curriculum guides		The "products" developed by the Project were intended for use within the inservice programs (workshops) by personnel who were trained to conduct such programs. The materials per se would be of little value for any other purpose or by persons who were unacquainted with how to use them. With this thought in mind, and with the approval of the State Title III Office, the project staff has assisted with the establishment of regional sites and locally trained personnel to conduct workshops in the future. * The primary location for materials and personnel in southern California is under the jurisdiction of the Los Angeles Superintendent of Schools. An additional supply of personnel trained to conduct workshops is available through the Escondido Elementary School District in San Diego County. In northern California the primary location is with the Education Department, California State University at San Jose. Additionally, a set of materials is being retained by the LEA, Fremont Unified School District. * Additional information available in a "Summary of Project Achievements". See page 96
	Teacher guides		
X	Handbooks of materials, techniques, and procedures	March 1973	
X	Monograph	Nov. 1972	
	Bibliography		
	Questionnaires - locally developed		
	Evaluation tests		
	Audio tape cassettes		
X	Brochures, newsletters and information sheets	Oct. 1972	
	16 mm Films		
	8 mm Films		
	Filmstrips		
	Instructional workbooks, materials,		
	Tests - locally developed		
	Kits		
	Models		
	Microcards		
	Microfilm		
	Maps		
	Pictures		
	Posters		
	Records		
	Set		
	Slides/tape		
	Viewmasters		
	Video Tape		
X	(Other) All materials necessary to replicate the inservice training program.		

FINAL PROJECT REPORT

ESEA, TITLE III

COMPONENT III

Program Narrative Report

CONTEXT

The Locale

1. What is the locale of the program?
2. What is the density of the population?
3. What are the population trends?
4. What are the major occupations of people in the locale?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

This is the second year this project has been given an incentive grant.

Its purpose is to extend throurhout California the dissemination activities which were begun in 1971-72. The major intent of the project is to provide the capability for teachers and administrators to function effectively in any system of individualized instruction. Past evaluations have shown that workshop participants gain significantly in knowledge about individualized instruction and the development of favorable attitudes toward its implementation in the classroom.

The School System

1. What grade levels do the schools serve?
2. How many pupils are there in the school system? How many schools?
3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
4. What is the per pupil cost of education in the school system?
5. What is the recent financial history of the school system?

The project is designed to assist all teachers, regardless of grade level, to move from traditional group-paced instruction to more individualized learning activities for their students.

The philosophy of individualized learning applies equally well to students in both public and private schools.

Emphasis is placed upon teachers employing techniques and utilizing materials/equipment already on hand to implement learning activities.

Needs Assessment

1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

Districts in California are at various stages in their efforts to individualize instruction. This has been apparent by the number and variety of inquiries received in the project office. The original thrust of this project came from teachers who were attempting to individualize the learning program for students in their classrooms. Teachers felt inadequate to meet the challenges of planning and implementing instructional activities to meet the individual needs of their students. An in-service training program was thus developed to help them overcome these feelings of inadequacy.

Historical Background

1. Did the program exist prior to the time period covered in the present report?
2. Is the program a modification of a previously existing program?
3. How did the program originate?
4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.

From the rather elementary beginning described on the preceding page the workshop has been continually revised and updated to provide a better inservice program for teachers. In the workshop they learn about the concept of individualizing by participating in a completely individualized format for learning. Effectiveness of the project as it is presently being implemented may be obtained by referring to other portions of this report.

PROGRAM

Scope of the Program

1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

The Project Objective is to encourage and promote the adoption and adaption of the California Teacher Development Project in a minimum of 30 districts or school settings by demonstrating an inservice program which will provide teacher capability to function effectively in systems of individualized instruction as determined by an increase in knowledge about and attitude toward these programs.

Major Functions include the dissemination of information throughout California to develop an awareness of the project and the inservice program it conducts; provide regional sites for demonstration/visitation; identify districts for inservice training based upon their commitment to adopt the concept and adapt the program; generate, select, implement and monitor inservice programs conducted for potential adopters/adapters; provide communication with, and consultant and logistical support to, the adopting/adapting districts; and evaluate the diffusion process and the inservice program outcomes.

The numbers and kinds of participants who were served by the program may be readily seen by inspecting the appropriate areas within the Evaluation Section of Component III. It should be noted, however, that most of the information presented refers only to the four workshops which were conducted at project expense. The effectiveness of these four workshops resulted in many additional workshops being requested by consumers throughout California. In addition to the four workshops indicated above, the Project Staff conducted many other inservice workshops. One thousand seven hundred thirty-one (1731) teachers and administrators were trained in twenty-one (21) such programs.

It should be of further interest to note the Project staff also produced four staff-development workshops wherein one hundred and nine (109) educators, practitioners of individualized instruction, were trained in responsibilities required to carry out the regular workshop format and procedures.

Personnel

1. What kinds and numbers of personnel were added by the program?
2. What were their most important duties and activities?
3. How much time did each type of personnel devote to these responsibilities?
4. What special qualifications suited personnel to the requirements of their jobs?
5. What special problems were dealt with in recruiting or maintaining staff?

The project office is staffed by a full-time Director and a full-time Secretary.

Two part-time consultants were hired to assist in the implementation of certain project functions. The Project Consultant assisted primarily with the evaluation of the project. The Activity Consultant was employed to help prepare and revise inservice programs and demonstration materials, as well as to assist in the performance of the inservice programs.

In addition, the project also employed approximately eighteen (18) other persons who worked for varying amounts of time and in different locations as the four project-funded workshops were conducted in regional geographic locations.

These staff members serve a very important function in the implementation activities. In all cases these educators have first-hand knowledge about individualizing learning activities for students. These special qualifications are an important element of the workshop because these staff members provide the credibility with the workshop participants which is vital to any inservice training program.

One of the problems relating to the procurement of special persons for these functions is obtaining permission from their regular school district to release them to assist in conducting the scheduled workshops. It is understandable that teachers with these special talents are needed in their regular assignments and are difficult to replace, even on a temporary basis.

Organizational Details

1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

The incentive grant financed four regional workshops in California. Twenty-one (21) additional workshops, at consumer expense, resulted from the spin-off generated by the project workshops. Facts related to these additional workshops are recorded elsewhere in this report.

A variety of physical arrangements were used at the four regional workshop locations. These included the use of a public high school, a County office, a church school, and a city community center. Other organizational details of significance included the delivery to the site of all the materials and equipment necessary to conduct a four-day workshop; the identification and selection of districts to participate in the program; and the administration of pre- and post tests to assist the participants' knowledge about individualized instruction and their attitude toward its implementation in the classroom; and other details referred to elsewhere.

Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service)?
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others)?
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

The activities which were performed contributed to the major functions of the project. These included dissemination of the information about the project throughout California; provision of regional visitation sites; identification of educational agencies for participation in the inservice training program; implementing and monitoring the inservice programs; provision of post-workshop consultant and logistical support to participating agencies; and evaluation of the diffusion process and the outcomes of the inservice programs.

Surveys, questionnaires, and various test instruments were developed to monitor the data collection system and to provide data for analysis in determining outcomes of the programs.

A sample schedule of one of the inservice programs has been made a part of the Appendix to provide a better understanding of the activities included.

Each workshop was organized as an individualized activity in which each teacher selected those components or activities which were intended to satisfy his particular inservice needs. As the participants pursued their individual learning activities they were assisted by members of the workshop staff. The ratio of staff members to participants usually fell within the range of 12-15 to 1. This ratio made it possible for the participants to maintain almost constant feedback on their progress in the workshop. Performance criterion tests were also used in each component as pre- and post-tests. This information augmented the feedback received in other ways.

Past experience has shown that the selection of a highly competent staff composed of teachers who are currently individualizing programs in their own classrooms will provide participants with the motivation to do well in their workshop activities. An effort is made to select workshop staff members from among teachers who have previously demonstrated their ability to relate positively to their fellow teachers.

Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?

Materials used in the workshop were either developed by the Project staff or adapted for workshop use from materials produced by others elsewhere. Materials represented a broad variety of media and involved many learning methods. These included the use of films, video tapes, slides, filmstrips, overhead projectors, and audio tapes, as well as written materials, manipulative activities, participation in one-to-one relationships, small group discussions, and lecture-demonstration activities.

Some additional materials were produced to enhance various aspects of the dissemination process. The identification of these materials, the quantity produced and the printing costs of each are recorded below.

	Item	Quantity	Cost	Used
Phase I	Project Brochures	6,000	$389.00	all
	Abstracts of Components	2,000	12.00	all
	Miscellaneous handouts, printed District data cards, monitoring instruments, etc.	1,000	5.00	all
Phase II	Site Visitation Catalogs	600	6.00	400
	Monitoring Forms	800	4.50	all
Phase III	Schedules, forms and special materials required for workshop implementation	750	200.00	all
	Expendable instructional materials	750	650.00	all

Budget

1. From what sources were program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).

Funds for the project came primarily through an ESEA Title III incentive grant in the amount of $50,500. It was necessary, however, for the local LEA to supplement the grant by approximately $3,500.

A budget was developed to finance the dissemination activities to the extent required to produce four workshops in four geographic locations. If the expenses required to provide four inservice workshops is divided by the number of participants, the resultant per-participant cost is $36.

It is of real interest and importance to note that the four workshops resulted in twenty-one additional workshops produced at consumer expense. If financial commitment by these consumers can be accepted as one measure of project effectiveness, we are pleased to report that consumer districts expended approximately $47,000 to provide additional workshops. This does not include any expenditures made by these districts to release teachers for participation, meet other workshop-related expenses, or to actually implement individualized instruction in their schools after completion of the inservice training program.

Data collected from the districts that participated in the four ESEA-funded workshops reveals that, though participation in the inservice program was free, they have as a group expended a total of $90,198 in implementation activities during the current year.

Parent-Community Involvement

1. What role, if any, did parents have in the program?
2. Were meetings held with parents? Why? How often?
3. What role, if any, did various community groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

There was very little, if any, parent or community involvement in the project during this year of dissemination. Throughout the three regular years of the project's development there was considerable involvement of parents. In fact, it was rather clearly established that one of the essential ingredients of any system to individualize students' programs is parental understanding and support. Because of this the workshop gives particular attention to a variety of ways that teachers and administrators may obtain the supportive involvement of parents and community.

Special Factors

For use of potential adopters of the program:

1. What modifications of the program are possible?
2. What are the suggested steps in adopting this program?
3. What are some things others should avoid in adopting this program?
4. Can the program be phased in, beginning on a small scale? How?
5. Can parts of the program be adopted without taking the whole program? What parts?

One of the highly desirable aspects of this workshop is that districts may adopt any aspects of individualization which do not violate existing district instructional philosophies or strategies. Furthermore, a district is free to implement a degree of individualization which matches its resources of time and money.

Experience has shown that implementation should begin on a small scale, and districts are strongly advised to avoid extensive adoption/adaption without prior commitment by the staff and the parents.

Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.
2. List the number of visitors from outside the project area.
3. Provide the cost of dissemination during the last budget period.
4. Provide the total cost of dissemination including prior budget periods (if possible).

Information about the project was disseminated primarily through the four phase program which has been adopted by disseminating projects in California. As a part of Phase I (Awareness Level) the Project Director made 22 presentations in the course of the ACSA/EXPO. These presentations were approximately 45 minutes in length. Total audiences at these presentations were in excess of 650 persons. Five additional presentations were made before administrator and/or school staffs which increased that total by 140+ persons.

Phase II (Visitation/Demonstration) is closely related to Phase I. Forty-seven visitation sites were established throughout the state of California. These sites were visited by a minimum of 804 visitors during the year. Project records indicate that these persons represented 98 districts or other educational agencies.

Phase III (In-Service Training) is the natural follow-up to the activities of the preceding phases. The project was funded to complete four in-service training programs (workshops). These workshops, each four days in length, were carried out as planned. Total participants in these workshops numbered 338. Sixty-eight separate school districts were represented by these participants. The four inservice programs achieved a high degree of popularity. For this reason a number of school districts, County offices, or other educational groups (such as teacher associations) elected to finance - either individually or in concert - a number of additional workshops. As a result, 21 workshops were conducted in various locations in the state of California. 1,731 persons participated in these workshops, and it is estimated that they represented a total of 200 school districts or other educational agencies, although there may be some duplication of count in this latter number. For additional data, please refer to the information beginning on page 93.

Phase IV concerns the provision of follow-up consultant and logistical support to adopting/adapting districts who request it. The project office responded to 109 requests of this kind during the current year. The source of these requests is available in the portion of this report titled, "A Summary of Project Achievements". See page 95.

EVALUATION NARRATIVE

Choosing Participants

1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

Teachers chosen for the program were volunteers selected by the respective districts which had been chosen for participation in the program. (Districts had been chosen primarily because of their stated commitment to individualizing instructional programs for children and in their expressed interest of having personnel from their district participate in the in-service programs.)

The comparison group represented teachers involved in a workshop training session during the 1971-72 project year. Test results on the Fremont Test of Individualized Instruction and the EPIC Individualized Instruction Attitude inventory were available for the comparison group.

The evaluation group was smaller than the total program group. The total group included district level and site administrators plus teachers and specialists whose knowledge of individualized instruction was already extensive. These people were eliminated from the evaluation group so that the statistics would be comparable with those of the 1971-72 comparison group. Participants from the comparison group were only moderately knowledgeable about individualized instruction at the time the workshop was conducted for them.

Describing Participants

1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

Participants who received the in-service program were those who volunteered and were selected by their districts. There were 338 persons involved in the four project-funded workshops. They represented all grade levels from kindergarten through grade 12. For additional information refer to "Summary of Project Achievements." See pages 89 to 92.

Measuring Changes

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

The Fremont Test of Individualized Instruction, a test developed by Project staff to assess the knowledge of participants concerning individualized instruction techniques, was used to measure cognitive behavior. The EPIC Individualized Instruction Attitude Inventory was used to assess the attitudes of participants toward individualized instruction -- affective behavior.

The Fremont Test of Individualized Instruction was used as a pre-test to determine the participants' knowledge level prior to the workshop. The same test was used as a post-test for the workshop group. No pre-assessment of teacher attitude toward individualized instruction was made, as that information was not available for the comparison group. For the 1972-73 workshop participants four days elapsed between pre/post testing, which was the length of the workshop. Approximately sixty days elapsed between post and follow-up attitude measurement.

Presenting Data

1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly.

Refer to information provided in Evaluation Data beginning on pages 81-85 and pages 105 to 107 in the Appendix.

PROJECT NUMBER 1 1 4 5

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program		State Use (5)
		Type* (3)	Program elements used (4)	
1. Staffing and their Deployment Indicate regular and support personnel, by grade level and school.	One teacher/30 children, usually a single grade	2	One teacher/30 children, try to have parent volunteers, some high school and college volunteers, volunteers from upper elementary, cross-age tutoring, etc.	
2. Learning materials Basic textbooks, supplementing materials (project or commerically prepared), and special equipment.	State texts, district supplemental books, district supplied A-V materials and equipment, teacher-made materials	2	All preceding items plus commercially produced manipulative materials, books, systems, programs, additional A-V equipment, all of individual teacher's choosing according to needs of children and discretionary money available	
3. Instructional methodalogy Procedures for instruction; i.e., use of grouping, learning stations, individual contracts, pull out labs, and peer teaching.	Total class instruction, ability grouping for some subjects, each pupil assigned to own seat, sequence of learning determined by textbooks, teacher as teller, teacher is in control of class, minimal movement and talking by children, fixed time schedule	2	Some total group activities, much small group and individual activity with and without adult help, much work done on floor and outdoors, more interest and varied work centers, teacher is the arranger of rich learning experiences in and out of classroom, freedom of movement & communication, self-direction, flexible schedule	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

PROJECT NUMBER 1 1 4 5

SUMMARY OF PROGRAM ELEMENTS

By type indicated in column (1), briefly record program elements in column (2) and (4), which characterize the programs

Type of Program Element (examples follow each) (1)	The Regular Program (for the prior year or comparison group) (2)	The Project's Program		State Use (5)
		Type* (3)	Program elements used (4)	
4. Procedures for Individualizing Instruction Periodic assignment of participants to learning experiences (based on staff judgement, pupil test scores, diagnostic profiles, pupil selection).	Grouping within class according to ability & achievement based on test scores & teacher judgment, sometimes redeploying children within a group of grade level teachers, remediation as needed, assignments made by teacher.	1	Diagnosis by private conferences of child and teacher & by criterion referenced testing (achievement of tasks), arranging learning experiences based on children's strengths & interests, flexible time schedule, nurture positive self-image, individual goal setting & evaluation, some teachers use contracts, periods of free choice, children help each other.	
5. Staff Development Inservice experiences for improving skills and knowledge.	College classes, district classes, weekly administrative staff meetings, occasional resource people in building, demonstrations, visits to other classes, schools, districts, teacher-principal conferences.	2	All of preceding items plus workshops in conjunction with monthly or biweekly staff meetings with resource people from within or without district, increased visits to other schools, daily communication of staff.	
6. Auxiliary Services Library, health, pupil personnel services, and parent involvement.	Normal services of Student Services Division, Instructional Media Center (no library), PTA Room Mothers for special occasions	2	Normal services, parent volunteers on regular basis, periodic meetings of teacher with parents of children in her classroom for exchange of ideas & information and decision-making.	
7. Other	Authoritarian, regimented, grade level curriculum oriented	1	Open class (spirit), child interest centered, moving toward individual learning of different or unique subject matter, not simply having each child move thru fixed curriculum at his own pace.	

*Explain the use of the project elements described in column 4; insert a (1) if they replace those for the regular program, or a (2) if they are a modification or addition to it.

EVALUATION DATA

The form on the ensuing pages was designed to provide a concise format upon which to report data collected during the project year. This information is relevant to any effort to evaluate the effectiveness of the diffusion process. Data presented on this form are limited to those school districts selected for participation in one of the four project-funded workshops.

A separate part of this section presents a summary of the findings for each of the Major Functions which relate to the Project Objective. A more detailed report of Major Function 4.0, prepared by the Project Evaluator, may be found in the Appendix under the title, "Discussion of Results".

A third portion of this section is designated, "A Summary of Project Achievements". It is included here to provide a vehicle for reporting relevant data from both the project-funded workshops and those which were financed at the consumer's expense.

An attempt has been made by the Project Staff to provide the capability for workshop replication by other educational agencies when federal funding of the project has been terminated. The result of this effort to provide "satellite workshops" is reviewed in a fourth segment titled, "Staff Development".

Though not a part of the evaluation design, the Project Staff has been interested in trying to determine "what changes in teachers' instructional methods actually occur in the classroom" after participation in one of the dissemination workshops. Lacking any financial support for this activity or time to conduct a statistically sound analysis of the collected data we have, nevertheless, included an abbreviated summary of the information which was reported to us by the teachers themselves. This information is presented in a fifth portion of this Evaluation section. It has been identified as "Post-Workshop Changes in Classroom Instructional Methods".

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

DISTRICT: (Including Contact Person and Schools) Note: This material relates only to the four project-funded workshops	ADOPTION = AO ADAPTION = AA UNCERTAIN = X NO = 0			INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Alameda Unified School District 400 Grand Street Alameda, CA Walter L. Klas Asst. Supt., Educ. Services				X	X		NOV	A,T	2
Woodstock Elementary School	AA	AA	AA						
Alhambra City Elem. School Dist 15 West Alhambra Road Alhambra 91801 Norman E. Clark Asst. Supt.					X	X	NOV	A	1
Brightwood Street Elem.Sch.	AA	AA	AA						
Garfield Elementary	AA	AA	AA						
Alvord Unified School District 10365 Keller Street Riverside 92505 Robert Fortier, Personnel Dir.				X	X		NOV	A	1
Arlanza Elementary School	AA	AA	AA						
Arcata Elementary School Dist. 1585 J Street Arcata 95521 S. Lee Hawkins Asst. Supt.				X	X		OCT	A	1
Bloomfield Elem. School	AA	AA	AA						
Sunny Brae Elem. School	AA	AA	AA						
Sunset Elementary School	AA	AA	AA						

2.0			4.0		5.0									
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL			
						WORK WITH:								
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)	
1	DEC	5	NOV	5				5	$36	180	400			
												4	120	
1	DEC		JAN	5				5	36	180	*510			
			JAN	3				-	-	-	300	-	-	
			FEB	2				-	-	-	210	-	-	
												2	60	
												2	60	
1	DEC		JAN	4				4	36	144	216			
												3	90	
1	DEC		NOV	4				4	36	144	*775			
												1	*30	
												1	*30	
												1	*30	

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

DISTRICT: (Including Contact Person and Schools)	ADOPTION = AO ADAPTION = AA UNCERTAIN = X NO = 0			INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Baldwin Park Unified Sch. Dist. 3699 North Holly Avenue Baldwin Park 91706 Ted D. Collins Director of Elementary Educ.				X	X	X	NOV	A	1
De Anza Elementary School	AA	AA							
Tracy Elementary School	AA	AA							
Walnut Elementary School	AA	AA							
Bonita Unified School District 1629 Holly Oak Drive La Verne 92711 Dr. Leonard Munter, Principal				X	X	X	NOV	A	1
Grace Miller Elem. School	AO	AA	AA						
Briggs Elementary School Dist. 14438 W. Telegraph Road Santa Paula 93060 Mrs. Sarah McCarty					X	X	NOV	A	1
Olivelands Elem. School	AA	AA	AA						
Cajon Valley Union Elem. Dist. 189 Roanoke El Cajon 92022 Carole Carnie Curriculum Coordinator				X	X	X	DEC	A	2
Avocado Elementary School	AA	AA	AA						
Cuyamaca Elementary School	AA	AA	AA						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN	5	MAR	A,T	6	5	36	180	2130		
			JAN	5				-	-	-			
			MAR	5				-	-	-			
			APR	5				-	-	-			
												6	180
												6	180
												4	120
1	DEC		JAN	4	MAR	A	1	4	36	144	418		
												3	90
1	DEC		JAN	5				5	36	180	*1500		
												3	90
1	DEC	3	NOV	6				6	36	216	571		
												20	550
												3	60

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools) COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	INITIAL AWARENESS			SECONDARY AWARENESS		
				ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Campbell Union Elem. Sch. Dist. 155 N. 3rd Street Campbell 95008 Ruth Launer, Director of Instruction				X	X		OCT	A	1
Castlemont Elementary School	AA	AA	AA						
Hazelwood Elementary School	AA	AA	AA						
Parkway Elementary School	AA	AA	AA						
Centralia Elementary Sch. Dist. 6625 La Palma Avenue Buena Park 90620 Dr. William Wewer, Ass't. Supt.				X	X		DEC	A	1
San Marino Elem. School	AA	AA							
Walter Knott Elem. School	AA	AA							
Chula Vista City Elem.Sch.Dist. P. O. Box 907 Chula Vista Mr. Harry J. Roux, General Supervisor						X	OCT	A	2
Finney Elementary School	AA	AA	AA						
Kellogg Elementary School	AA	AA	AA						
Los Altos Elementary School	AA	AA	AA						
Colton Jt. Unified Sch. District 1212 Valencia Colton 92324 Dr. Herman Price, Dir. of Secondary Education				X	X		DEC	A	1
Colton Junior High	AA	AA	AA						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC	18	NOV	4				4	36	144	780		
												6	150
												6	150
												10	100
1	DEC		JAN	4	FEB MAR	T,A T,A	6 10	4	36	144	438		
												2	70
												4	120
1	DEC	6	NOV	7				7	36	252	*720		
												2	*60
												2	*60
												2	*60
1	DEC		JAN	7				7	36	252	*750		
												6	*180

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools)				INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Desert Sands Unified Sch. Dist. 83-049 Ave 46 Indio 92201 Joseph J. Linn, Ass't. Supt.				X	X		DEC	A	2
Eisenhower Elementary School	AO	AA	AA						
Hoover Elementary School	AO	AA	AA						
Lincoln Elementary School	AO	AA	AA						
Diocese of Stockton 5648 North El Dorado Stockton 95207 Sr. Mary Gene McNally, Vice-Principal				X	X		NOV	A	1
St. Mary's High School									
Dominican Sisters of San Rafael 1520 Grand Avenue San Rafael 94901 Sr. Francis de Sales, Director of Education				X	X	X	NOV FEB	A A	1 1
Blessed Sacrament Elem.Sch.	AA	AA	AA						
San Joaquin Middle School	AA	AA	AA						
Duarte Unified School District 1427 Buena Vista Avenue Duarte 91010 Robert J. Burns, Ass't. Supt.				X	X		DEC	A	1
Andres Duarte Middle School	AA	AA	AA						
Northview Middle School	AA	AA	AA						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS [illegible] - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN	5	FEB	A	3	5	36	180	1375		
												1	31
												2	62
												1	32
1	DEC		NOV MAR	5 3	DEC	A	1	5 -	36 -	180 -	450		
												13	200
1	DEC		NOV MAR	4 91	MAR	T,A	5	4 -	36 -	144 -	*2200		
												2	60
												2	60
1	DEC		JAN	6	FEB	T,A	80	6	36	216	760		
												8	300
												10	500

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools) / COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	INITIAL AWARENESS			SECONDARY AWARENESS		
				ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Elk Grove Unified School Dist. Elk Grove 95624 Donald R. Morrison, Admin. Assistant					X	X	SEPT	A	4
Leimbach Elementary School									
Elk Grove High School									
Escondido City Elem. Sch. Dist. Fifth and Maple Streets Escondido 92025 Dr. Wilhelmine Nielsen, Coord. Research & Development				X	X	X	OCT	A,T	6
Conway Elementary School	AA	AA	AA						
Glen View Elementary School	AA	AA	AA						
Miller Elementary School	AA	AA	AA						
Rose Elementary School	AA	AA	AA						
Fairfax Elementary Sch. Dist. 58 Park Road Fairfax 94930 Mr. Kenneth Lucas, Principal				X	X		OCT	A	1
Central Elementary School	AA	AA	AA						
Deer Park Elementary School	AA	AA	AA						
Manor Elementary School	AA	AA	AA						
Fontana Unified School District 9680 Citrus Avenue Fontana 92335 Dr. Robert Sprague, Ass't. Supt.				X	X		DEC	A	1
Randall-Pepper Elem. Sch.	AO	AO	AA						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		NOV	5				5	36	180	*375		
												2	*60
												2	*60
1	DEC		NOV APR	11 98	MAR	A,T	17	11 -	36 -	396 -	3010		
												4	*120
												4	*120
												4	*120
												4	*120
1	DEC		NOV	3				3	36	108	1960		
												9	206
												2	45
												4	94
1	DEC		JAN	4				4	36	144	*345		
												7	108

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools)	VARIED PACING	VARIED MATERIALS	VARIED OBJECTIVES	INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	1	2	3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Garden Grove Unified Sch. Dist. 10331 Stanford Avenue Garden Grove G. W. Cowan, Dir. of Staff Development				X	X		DEC	A	1
Barker Elementary School	AA								
Excelsior Elementary School	AA								
Hill Elementary School	AA	AA	AA						
Glendora Unified School Dist. 352 North Wabash Avenue Glendora 91740 M. T. Liljeblad, Ass't. Supt.				X	X		DEC	A	2
Gordon Elementary School	AA	AA	AA						
Sellers Elementary School	AA	AA	AA						
Stanton Elementary School	AA	AA	AA						
Goleta Union Elem. School Dist. 711 Ribera Drive Santa Barbara 93105 Robert Pearce, Principal				X	X		DEC	A	1
Cathedral Oaks Elem. School	AA	AA	AA						
Foothill Elementary School	AA	AA	AA						
La Patera Elementary School	AA	AA	AA						
Hope Elementary School District 3970 La Colina Road Santa Barbara 93110 John Ehrenborg, Principal				X	X		DEC	A	1
Monte Vista Elem. School	AA	AA	AA						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC	5	JAN	6				6	36	216	9383		
												4	90
												4	120
												23	613
1	DEC		JAN	5				5	36	180	3430		
			APR	6				-	-	-			
												7	220
												12	240
												5	180
1	DEC		JAN	5				5	36	180	*880		
												1	*30
												1	*30
												2	*60
1	DEC		JAN	4				4	36	144	*290		
												3	*90

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES:

California Teacher Development Project

DISTRICT: (Including Contact Person and Schools)	ADOPTION = AO ADAPTION = AA UNCERTAIN = X NO = 0			1.0 INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Hueneme Elementary School Dist. 354 N. Third Street Port Hueneme 93041 Earl Eckert, Ass't. Supt.					X		DEC	A	1
Larsen Elementary School	AA	AA	AA						
La Mesa-Spring Valley City Elem School District 4750 Date Avenue La Mesa Dr. Albert Lantz, Dir. of Curriculum				X	X	X	OCT	A,T	3
Murray Manor Elem. School	AA	AA							
Lakeside Union Elem. Sch. Dist. P. O. Box 578 Lakeside 92040 Archie Pruyne, Asst. Supt.				X	X		NOV	A	1
Lakeside Farms Elem. School	AA	AA	AA						
Lindo Park Elem. School	AA	AA	AA						
Riverview Elem. School	AA	AA	AA						
Lincoln Unified School District 1956 Stanton Way Stockton 95207 Dr.Tod Anton, Supt.				X	X	X	OCT	A	1
Knoles Elementary School	AA	AA	AA						
Williams Elementary School	AA	AA	AA						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN	5				5	36	180	975		
												8	120
1	DEC	7	NOV	4				4	36	144	*560		
												4	120
1	DEC		NOV	3				3	36	108	300		
												16	408
												9	270
												9	186
1	DEC	5	NOV APR	6 78	APR	A	5	6 -	36 -	216 -	7950		
												10	300
												10	200

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES:

1.0

California Teacher Development Project

DISTRICT: (Including Contact Person and Schools)	ADOPTION = AO ADAPTION = AA UNCERTAIN = X NO = 0			INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Lucia Mar Unified School Dist. 1000 Bello Street Pismo Beach 93449 Norman Miller, Ass't. Supt.				X	X		DEC	A	1
Grover City Elem. School	AA	AA	AA						
North Oceano Elem. School	AA								
Oceano Elementary School	AA	AA	AA						
Marysville Jt. Unif. Sch. Dist. 504 J Street Marysville 95901 George Smith, Ass't. Supt.				X	X		NOV	A	1
Cedar Lane Elementary School	AA	AA	AA						
Merced Union High School Dist. P. O. Box 2147 Merced 95340 Ralph Sherlock, Ass't. Supt.				X	X		NOV	A	1
Livingston High School	AA	AA	AA						
Montecito Union Elem.Sch. Dist. 385 San Ysidro Road Santa Barbara 93103 Stanford N. Kerr, Principal				X	X		DEC	A	1
Montecito Elementary School	AO	AA	AA						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN	6				6	36	216	819		
												9	290
												2	30
												2	57
1	DEC		NOV	4				4	36	144	225		
												2	58
1	DEC		NOV	5				5	36	180	797		
												3	68
1	DEC		JAN	4				4	36	144	3170		
												9	200

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools) / COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	INITIAL AWARENESS: ACSA/EXPO	INITIAL AWARENESS: DISTRICT MAILING	INITIAL AWARENESS: OTHER	SECONDARY AWARENESS: DATE	SECONDARY AWARENESS: A - ADMIN T - TEACHERS	SECONDARY AWARENESS: NUMBER OF PEOPLE
Moorpark Union Elem. Sch. Dist. 540 Moorpark Avenue Moorpark 93021 Glenda Rickert					X	X	DEC	A	1
Poindexter Elementary School	AA	AA	AA						
National Elem. School District 801 "E" Avenue National City 92050 Joyce Krutop, Reading Consultant				X	X	X	OCT	A	2
Central Elementary School	AA	AA	AA						
El Toyon Elementary School	AA	AA	AA						
Ira Harbison Elem. School	AA	AA	AA						
Las Palmas Elementary School	AA	AA	AA						
Olivewood Elementary School	AA	AA	AA						
Newport-Mesa Unif. School Dist. P. O. Box 1368 Newport Beach 92663 Thomas C. Wilson, Ass't. Principal				X	X		DEC	A	1
Newport Harbor High School	X	X	X						
Northside Union Elem. Sch. Dist P. O. Box F Cool 95614 Robert Christopher, Principal				X	X		DEC	A	1
Northside Elementary School	AA	AA							

2.0 VISIT OR DEMONSTRATION			4.0 STAFF TRAINING		5.0 TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN	4				4	36	144	860		
												4	120
1	DEC		NOV	8				8	36	288	*910		
												2	*60
												1	*30
												1	*30
												2	*60
												1	*30
1	DEC		JAN	4				4	36	144	*680		
												?	?
1	DEC		NOV	1				1	36	36	1110		
												5	90

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools)				INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Orcutt Union Elem. School Dist. Soares & Dyer Streets Orcutt 93454 Martin Caverly, Dir. of Curriculum				X	X		DEC	A	1
Dunlap Elementary School	AA	AA	AA						
Nightingale Element.School	AA	AA	AA						
Pine Grove Element. School	AA	AA	AA						
Shaw Elementary School	AA	AA	AA						
Oroville Union High Sch. Dist. 1789 Daryl Porter Way Oroville 95965 Carl Nelson				X	X		OCT	A	1
Las Plumas High School	AA	AA	AA						
Oxnard Elementary School Dist. 255 Palm Drive Oxnard 93030 Norman Brekke, Asst. Supt.				X	X		DEC	A	1
Kamala Elementary School	AA	AA							
Rose Avenue Elem. School	AA	AA							
Palmdale Elem. School District 38260 No. 10th Street East Palmdale 93550 Mrs. Catherine Elyea, Director, Title I				XX	XX		DEC	A	2
Maryott Elementary School	AA	AA	AA						

2.0 VISIT OR DEMONSTRATION			4.0 STAFF TRAINING		5.0 TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN	5	APR	A,T	4	5	36	180	*3710		
			JUNE	80				-	-	-			
												1	*30
												1	*30
												1	*30
												1	*30
1	DEC		NOV	3				3	36	108	*260		
												2	*60
1	DEC		JAN	10				10	36	360	796		
												3	105
												5	165
1	DEC		JAN	5				5	36	180	1000		
												15	350

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools) / COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	INITIAL AWARENESS: ACSA/EXPO	INITIAL AWARENESS: DISTRICT MAILING	INITIAL AWARENESS: OTHER	SECONDARY AWARENESS: DATE	SECONDARY AWARENESS: A - ADMIN T - TEACHERS	SECONDARY AWARENESS: NUMBER OF PEOPLE
Placentia Unif. School District 1301 East Orangethorpe Avenue Placentia 92670 Donna Jones				X	X		DEC	A	1
Glenknoll Drive Elem. School	AA	AA	AA						
Orchard Drive Elem. School	AA	AA	AA						
Pleasant Valley Elem. Sch. Dist. 600 Temple Avenue Camarillo 93010					X	X	DEC	A	2
El Descanso Elem. School	AA	AA	AA						
Monte Vista Intermed. School	AA	AA	AA						
Poway City Unif. School Dist. 13626 Twin Peaks Road Poway 92064 Bill Crawford				X	X	X	OCT	A,T	4
Painted Rock Elem. School	AA	AA	AA						
Poway High School	AA	AA	AA						
Reef-Sunset Union Elem. Sch. Dist 500 So. First Avenue Avenal 93204 Quentin R. Taylor, Sup't.				X	X		OCT	A	1
Avenal Elementary School	AA								
Kettleman City Elem. School	AA								

2.0 VISIT OR DEMONSTRATION			4.0 STAFF TRAINING		5.0 TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN	5				5	36	180	*325		
												2	*60
												1	*30
1	DEC		JAN	6				6	36	216	*3935		
												2	*60
												2	*60
1	DEC	6	NOV	4				4	36	144	*500		
												2	*60
												2	*60
1	DEC		NOV	4				4	36	144	468		
												2	60
												2	60

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools)				INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Rich-Mar Union Elem.Sch. Dist. 274 San Marcos Avenue San Marcos 92069 Scott Magruder				X	X		NOV	A	1
San Marcos Jr. High School	AA	AA	AA						
River Delta Jt. Unif. Sch. Dist 445 Montezuma Street Rio Vista 94571 Lyman Peterson, Ass't. Supt.				X	X		OCT	A	1
Bates Elementary School	AA	AA	AA						
Clarksburg Elementary School	AA	AA	AA						
Isleton Elementary School	AA	AA	AA						
Riverview Elementary School	AA	AA	AA						
Walnut Grove Elem. School	AA	AA	AA						
White Elementary School	AA	AA	AA						
Riverside Unified School Dist. 3954 - 12th Street Riverside 92501 Joe R. Engers, Admin. of Instruction				X	X		DEC	A	2
University Hts. Middle Sch.	AA	AA	AA						
Roseville City Elem.Schools 200 Branstetter Street Roseville 95678 Millard Hamel, Principal				X	X		OCT	A	1
Sierra Gardens Elem. School	AA	AA	AA						

2.0 VISIT OR DEMONSTRATION			4.0 STAFF TRAINING		5.0 TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		NOV	5				5	36	180	550		
												4	120
1	DEC		NOV	4				4	36	144	660		
												12	180
												12	140
												10	125
												8	225
												10	125
												7	175
1	DEC		JAN	6				6	36	216	*1450		
												6	210
1	DEC	4	NOV	4				4	36	144	545		
												6	180

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools) — COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	INITIAL AWARENESS			SECONDARY AWARENESS		
				ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Rowland Unified School District 1830 Nogales Street Rowland Heights 91748 William P. Kipp, Ass't. Supt.				X	X		DEC	A	1
Giano Intermediate School	AA								
Hurley Elementary School	AA								
Northern Elementary School	AA	AA	AA						
Villacorta Elem. School	AA								
St. Vincent Elementary School 420 Florida Street Vallejo Sr. M. Norah, O.P.				X	X		OCT	A	1
St. Vincent's Elem. School	AA	AA	AA						
San Diego City Unif. Sch. Dist. 4100 Normal Street San Diego 92103 Linden Courter, Dir. Inservice Educ.				X	X	X	OCT	A,T	6
Brooklyn Elementary School	AA	AA							
Curie Elementary School	AA	AO	AO						
San Dieguito Union H.S. Dist. 2151 Newcastle Avenue Cardiff 92007 Leonard Morris, Principal				X	X		OCT	A	1
San Dieguito High School	AA	AA	AA						

2.0 VISIT OR DEMONSTRATION			4.0 STAFF TRAINING		5.0 TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN FEB	5 4				5 -	36 -	180 -	1376		
												1	30
												1	30
												3	90
												1	30
1	DEC		NOV	2				2	36	72	*175		
												2	*60
1	DEC	48	NOV	10				10	36	360	720		
												1	30
												9	270
1	DEC		NOV	6				6	36	216	2000		
												5	200

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools) / COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	INITIAL AWARENESS: ACSA/EXPO	INITIAL AWARENESS: DISTRICT MAILING	INITIAL AWARENESS: OTHER	SECONDARY AWARENESS: DATE	SECONDARY AWARENESS: A - ADMIN T - TEACHERS	SECONDARY AWARENESS: NUMBER OF PEOPLE
San Joaquin Elem. School Dist. 14600 Sand Canyon Avenue East Irvine 92650 Mrs. Marilyn Harris Ass't. Supt.				X	X		DEC	A	1
O'Neill Elementary School	AA	AA	AA						
University Park Elem. Sch.	AA		AA						
San Juan Unif. School District 3738 Walnut Avenue Carmichael 95608 Richard A. Schromm, Dir. Opportunity Programs				X	X		OCT	A	1
Carnegie Intermed. School	AO	AA	AO						
Pasteur Intermed. School	AA	AA	AA						
Bella Vista High School	AO	AA	AO						
San Juan High School	AA	AO	AA						
Santee Elem. School District P. O. Box 220 Santee 92071 James Humphrey				X	X	X	NOV	A	1
Carlton Oaks Elem. School	X	X	X						
Rio Seco Elementary School	X	X	X						
Somis Union Elem. School Dist. 5268 North Street Somis 93066 Charles E. Jones, Supt.					X	X	DEC	A	1
Somis Elementary School	AA	AA	AA						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		JAN	5				5	36	180	460		
												8	200
												28	848
1	DEC		NOV	5				5	36	180	1555		
												2	270
												1	20
												1	15
												1	25
1	DEC		NOV	3				3	36	108	*100		
												?	?
												?	?
1	DEC		JAN	5				5	36	180	*360		
												3	*90

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

DISTRICT: (Including Contact Person and Schools)	ADOPTION = AO ADAPTION = AA UNCERTAIN = X NO = 0			INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Sonoma Valley Unif. School Dist 8 Spain Street Sonoma 95476 Marland Strickland, Principal				X	X		OCT	A	1
Flowery Elementary School	AA	AA	AA						
South Bay Union Elem. Sch. Dist 601 Elm Avenue Imperial Beach Mrs. Betty G. Rosmann, General Supervisor				X	X	X	OCT	A	1
Bayside Elementary School	AA	AA							
Imperial Beach Elem.School	AA	AA	AA						
Sunnyslope Elementary School	AA	AA	AA						
Sweetwater Union High Sch.Dist. 1130 Fifth Avenue Chula Vista 92011 John D. Calvert, Reading Resource Tchr.				X	X	X	OCT	A	1
Granger Junior High School	AA	AA	AO						
Montgomery Junior High Sch.	AA	AA	AO						
Montgomery Senior High Sch.	AA	AA	AO						
National City Jr. High Sch.	AA	AA	AO						
Southwest Jr. High School	AA	AA	AO						

2.0 VISIT OR DEMONSTRATION			4.0 STAFF TRAINING		5.0 TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		NOV	3				3	36	108	260		
												2	49
1	DEC		NOV	5				5	36	180	1135		
												3	90
												2	62
												12	297
1	DEC		NOV	5				5	36	180	3506		
												9	164
												9	380
												9	283
												9	253
												9	355

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

ADOPTION = AO
ADAPTION = AA
UNCERTAIN = X
NO = 0

DISTRICT: (Including Contact Person and Schools)	VARIED PACING	VARIED MATERIALS	VARIED OBJECTIVES	INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	1	2	3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Ukiah Unified School District P. O. Box 767 Ukiah 95482 Robert R. Broaddus, Principal				X	X		OCT	A	1
Calpella Elementary School	AA	AO	AA						
Valley Center Union Elem. S.D. 28751 Cole Grade Road Valley Center 92082 Ernest Causey, Supt.				X	X	X	OCT	A	1
Valley Center Elem.School	AA	AA	AA						
Valley Oaks Union Elem. S. D. 1400 E. Janss Road Thousand Oaks 91360 Ed Franklin, Principal				X	X		DEC	A	1
Conejo Elementary School	AA	AA	AA						
Horizon Hills Elem. School	AA	AA	AA						
Triunfo Elementary School	AA	AA	AA						
Ventura Unified School District 120 East Santa Clara Street Ventura 93001 Dr. Mildred Wallace, Dir. Elementary Educ.					X	X	DEC	A,T	4
Pierpont Elementary School	AA	AO	AO						
Sheridan Way Elem. School	AA	AO	AO						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		NOV	4				4	36	144	1050		
												8	131
1	DEC		NOV	4				4	36	144	*320		
												3	*90
1	DEC		JAN	7				7	36	252	*750		
												2	*60
												2	*60
												2	*60
1	DEC	11	JAN	6				6	36	216	8000		
												11	268
												9	250

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES: 1.0

California Teacher Development Project

DISTRICT: (Including Contact Person and Schools)	ADOPTION = AO ADAPTION = AA UNCERTAIN = X NO = 0			INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Visalia Unified School District 315 E. Acequia Street Visalia 93277 Jack Stevens, Coord. Sec. Educ.				X	X		OCT	A	1
Mt. Whitney High School	X	X	X						
Redwood High School	X	X	X						
Vista Unified School District 200 Michigan Avenue Vista 92083 Harold Hall, Dir. of Elem. Educ.					X	X	OCT	A	1
Bobier Elementary School	AA								
Eucalyptus Elementary Sch.	AA								
Walnut Valley Unif. Sch. Dist. 476 South Lemon Drive Walnut Jack W. Jolley, Dir. Educ. Services				X	X		DEC	A	1
Suzanne Intermed. School		AA	AA						
Walnut High School	AA	AA	AA						

2.0 VISIT OR DEMONSTRATION			4.0 STAFF TRAINING		5.0 TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		NOV	6				6	36	216	*540		
												?	?
												?	?
1	DEC		NOV	5				5	36	180	*125		
												?	?
1	DEC		JAN	3				3	36	108	685		
												1	30
												2	100

1972-73 SUMMARY OF ADOPTION/ADAPTION ACTIVITIES:

California Teacher Development Project

1.0

DISTRICT: (Including Contact Person and Schools)	ADOPTION = AO ADAPTION = AA UNCERTAIN = X NO = 0			INITIAL AWARENESS			SECONDARY AWARENESS		
COMPONENT	VARIED PACING 1	VARIED MATERIALS 2	VARIED OBJECTIVES 3	ACSA/EXPO	DISTRICT MAILING	OTHER	DATE	A - ADMIN T - TEACHERS	NUMBER OF PEOPLE
Western Placer Unif. Sch. Dist. 1081 Seventh Street Lincoln 95648 Robert Gilmore, Principal				X	X		OCT	A	1
Coppin Elementary School	X	X	X						
Edwards Elementary School	X	X	X						
Lincoln High School	X	X	X						

2.0			4.0		5.0								
VISIT OR DEMONSTRATION			STAFF TRAINING		TECH. ASSISTANCE FOR IMPLEMENTAT'N			PRODUCER SCHOOL			CONSUMER SCHOOL		
NUMBER OF DIFFERENT DOCUMENTS	DATE	NUMBER OF PEOPLE	DATE	NUMBER OF PEOPLE	DATE	WORK WITH: A - ADMINISTRATORS T - TEACHERS	NUMBER OF PEOPLE	NUMBER OF WORKSHOP PARTICIPANTS	UNIT COST PER PARTICIPANT	COST OF TRAINING	FUNDS EXPENDED (* = EST.)	NUMBER OF STAFF INVOLVED	NUMBER OF STUDENTS INVOLVED (* = EST.)
1	DEC		NOV	4				4	36	144	*350		
												?	?
												?	?
												?	?

Number of Persons Trained	338
Project Cost of Training	$ 12,168
District Financial Investment	90,198
Classroom Teachers involved in implementation	641
Number of Students involved	17,258

Project Objective, Major Functions, and Findings

0.0 Project Objective

Encourage and promote the adoption and adaption of the California Teacher Development Project in a minimum of 30 districts or school settings by demonstrating an inservice program which will provide teacher capability to function effectively in systems of individualized instruction as determined by an increase in knowledge about and attitude toward these programs.

MAJOR FUNCTIONS

1.0 Dissemination of information throughout California to develop an awareness of the project and the in-service program it conducts.

Performance Criteria:

Participation in ACSA/EXPO will result in a positive evaluation of the presentation by a minimum of 75 percent of its viewers, and at least 40 districts will request consideration for selection to participate in an in-service training program.

Actual Performance:

A positive evaluation by viewers of ACSA/EXPO presentation was given by 84.2%.

Consideration for selection to participate in one of the four regional workshops was requested by school districts totaling 75.

2.0 Provide regional sites for demonstration/visitation.

Performance Criteria:

The number of visitation sites will be increased by at least 33-1/3 percent (a minimum total of 40 sites), and

All sites combined will report visitations from representatives of at least 50 school districts or other educational agencies, and

The total number of visitors will exceed 500 persons.

Actual Performance:

The number of visitation sites established was 47.

The number of school districts or other educational agencies represented by visitors at the visitation sites was 98.
The number of visitors at all sites combined was 804+.

3.0 Identify districts for in-service training based upon their commitment to adopt the concept and adapt the program.

Performance Criteria:

The purposes of this Major Function will be successfully met if the combined regional workshops are attended by a minimum of 300 individual teachers/administrators who represent a minimum of 30 potential adopting/adapting school districts or educational agencies.

Actual Performance:

The number of participants at the four regional workshops was 338. The number of school districts represented by these participants was 68.

4.0 Generate, select, implement and monitor in-service programs conducted for potential adopters/adapters.

Performance Criteria:

The in-service programs will be judged to have been successfully completed if:

(Performance Criterion #1)
Upon the conclusion of the in-service programs the Experimental Group of 100 participants will develop a knowledge of individualized instruction techniques equal to or exceeding the gains registered by the 1971-72 Experimental Group. The change will be measured by the difference in scores between pre- and post-tests on a project-developed instrument designed to test knowledge of individualized instruction, and

(Performance Criterion #2)
Upon conclusion of the in-service programs the Experimental Group will respond positively to the concept of individualized instruction as indicated by a score of 85 or higher on the EPIC Individualized Instruction Attitude Inventory, and

(Performance Criterion #3)
Sixty days following the in-service program the Experimental Group will respond positively to the concept of individualized instruction as measured by a follow-up mailing. They will achieve a score equal to at least 95 percent of the level attained on their post-inservice attitudes as measured by the EPIC Individualized Instruction Attitude Inventory.

(Performance Criterion #4)
Additionally, success in this Major Function will also be reached if a minimum of four in-service programs have been demonstrated in four separate regional locations, and if at least 90 percent of the participants responding to the post-workshop written evaluation will indicate either of the two highest levels of satisfaction possible to record on a California Teacher Development Project Workshop Evaluation Form.

Actual Performance (Criterion #1):

The Fremont Test of Individualized Instruction was administered pre/post to all 1972-73 test group participants. The mean gain scores as recorded in the table below for the four workshop test groups individually and for all groups combined may be compared with similar data for the Experimental Group of 1971-72. The results presented in Table I indicate that the 1972-73 workshop participants did not meet the established criterion. The difference in gain scores is -0.54 points which is not significant at the .05 level of confidence. The gain score of two of the 1972-73 workshop groups (Elk Grove and Riverside) did, however, exceed the gain score of the Comparison Group.

TABLE I

Workshop Group	N	Mean Gain Score	Workshop Group	N	Mean Gain Score
Total Group	163	9.18	Comparison Group	87	9.72
Elk Grove	38	10.53	Comparison Group	87	9.72
San Diego	43	7.93	Comparison Group	87	9.72
Riverside	35	9.98	Comparison Group	87	9.72
Oxnard	47	8.66	Comparison Group	87	9.72

Actual Performance (Criterion #2):

The EPIC Individualized Instruction Attitude Inventory was administered to the in-service participants following each workshop. The mean percentage of positive responses was computed for each in-service group and for the total of all four in-service programs. The results, as shown in Table II, indicate that the 1972-73 participants did not meet the established criterion of a post-workshop score of 85.

TABLE II

Workshop Group	N	Post Mean Score	Criterion Mean Score	Difference
Total Group	116	83.13	85.00	-1.87
Elk Grove	28	84.14	85.00	-0.86
San Diego	29	85.55	85.00	+0.55
Riverside	23	82.87	85.00	-2.13
Oxnard	36	80.56	85.00	-4.44

Actual Performance (Criterion #3)

A follow-up administration of the EPIC Individualized Instruction Attitude Inventory was conducted. The mean percentage of positive responses was computed and a comparison of the Delayed Post-Test mean scores was made with a score equal to 95% of the post mean score. This score, called the Criterion Mean Score, is 78.97. Table III reflects this comparison and indicates that the established criterion was exceeded by the total of all workshop groups and by each individual workshop group as well.

TABLE III

Workshop Group	N	Delayed Post-Test Mean Score	Criterion Mean Score	Difference
Total Group	116	84.62	78.97	+5.65
Elk Grove	28	83.64	79.94	+3.70
San Diego	29	86.93	81.27	+5.66
Riverside	23	84.57	78.73	+5.84
Oxnard	36	83.56	76.53	+7.03

Actual Performance (Criterion #4):

The CTDP Workshop Evaluation Form was administered at the conclusion of each workshop to determine the levels of participant's satisfaction with the in-service experience. Table IV indicates the result of those surveys. It may be noted that the total of the combined workshop groups failed to meet the established criterion by the narrowest of margins.

TABLE IV

Workshop Group	N	Percent in two highest satisfaction levels	Criterion satisfaction level	Difference
Total Group	273	89.4	90.0	-0.6
Elk Grove	63	95.0	90.0	+5.0
San Diego	63	90.4	90.0	+0.4
Riverside	74	86.4	90.0	-3.6
Oxnard	73	86.3	90.0	-3.7

5.0 Provide communication with, and consultant and logistical support to, the adopting/adapting districts.

Performance Criteria:

Replies and follow-up information will be provided to all requests for assistance (100%). The Project Director will determine the extent of assistance which can be given to each request based upon the then existing limitations of time and money. Success will be judged by comparing the number of requests with similar data collected in the first year of dissemination (1971-72).

Actual Performance:

	1971-72	1972-73
On-site assistance provided	10	27+
From project office (letters, phone calls, etc.)	111+	109+

A Summary of Project Achievements

Additional information concerning the project's achievements is reported to give exposure to data not specifically recorded elsewhere in the established format. The material has been arranged in the sequence established by the project to accomplish its major functions in the dissemination/diffusion process.

Phase I - Awareness	ACSA/ EXPO	OTHER	TOTAL
Number of presentations	22	5	27
Attendance	656	140	796
Districts represented	212	54	266
Interest in adoption/adaption	300	28	328
Requested more information	360	86	446

Phase II - Visitation/Demonstration Sites

Forty-seven (47) visitation sites were established in thirteen (13) counties of California. These sites modeled locally-developed versions of individualized instructional programs. On-site teachers and administrators were willing to share with visitors program successes, failures, and plans for future modification/expansion.

Descriptive catalogs containing pertinent information about these sites were developed by the project and distributed both within and outside California. Over four hundred (400) copies were sent to persons or agencies that requested this kind of information. Data collected by the visitation sites is reported immediately below:

Alameda County	Visitors	Districts Represented
Gomes	-	-
Earl Marshall	28	9
James Monroe	-	-
Niles	1	1
Roosevelt	29	4
Butte County		
Parkview	-	-
Contra Costa County		
Antioch High	-	-

Phase II - Visitation/Demonstration Sites (continued)

	Visitors	Districts Represented
Humboldt County		
Alice Birney	58	40
Kern County		
East Bakersfield High	4	2
Highland High	105	19
South High	8	3
Monterey County		
Cabrillo	-	-
El Sausal	-	-
Foothill	194	7
La Mesa	-	-
Manzanita	23	5
Marshall	-	-
Monte Vista	3	3
Noche Buena	-	-
Ord Terrace	-	-
Colton Jr. High	14	1
Fitch Jr. High	-	-
Fremont Jr. High	29	15
King Jr. High	-	-
Seaside High	19	3
San Bernardino County		
Colton Jr. High	-	-
McKinley	2	1
San Diego County		
Mildred Hale	76	25
Miller Elementary	-	-
Rose Elementary	-	-
Woodrow Wilson	82	23

Phase II - Visitation/Demonstration Sites (continued)

San Mateo County	Visitors	Districts Represented
Brittan Acres	-	-
Central	43	3
Heather	-	-
Tierra Linda	-	-
West Hillsborough	-	-
White Oaks	-	-
Santa Barbara County		
Santa Ynez Valley	2	2
Santa Clara County		
August Boeger	26	10
Homestead	-	-
Laurelwood	58	15
Terrell	-	-
Sonoma County		
L. W. Cook	-	-
Yolo County		
Cacheville	-	-
Laugenour	-	-
Gibson	-	-
Maxwell	-	-
TOTALS	804	191 (98 individual districts)

Phase III - In-Service Training

Project-Funded

	TEACHERS			ADMIN/ OTHERS			TOTAL
ELK GROVE (Nov. 15-18)	Pri	Int	Sec	Elem	Sec	Dist	
Alameda Unified	4			1			5
Arcata Elementary	2	1		1			4
Campbell Union	1	2		1			4
Diocese of Stockton			4		1		5
Dominican Sisters, San Rafael	2		2				4
Elk Grove Unified	1	1	2	1			5
Fairfax		2		1			3
Lincoln Unified	2	2		2			6
Marysville Joint Unified	2	1		1			4
Merced Union			4		1		5
Northside Union					1		1
Oroville			2		1		3
Reef-Sunset Union	2			2			4
River Delta		3			1		4
Roseville	1	2		1			4
St. Vincent		1	1				2
San Juan			4		1		5
Sonoma Valley	2	1					3
Ukiah	3			1			4
Visalia			5		1		6
Western Placer		1	2		1		4
TOTAL	22	17	26	12	8		85

Note: College credit was available for this workshop
from California State University, Sacramento.

Project-Funded

	TEACHERS			ADMIN/OTHERS			TOTAL
SAN DIEGO (Nov.29-Dec. 2)	Pri	Int	Sec	Elem	Sec	Dist	
Cajon Valley Union	2	2		2			6
Chula Vista	1	5		1			7
Escondido Union	5	4		2			11
Lakeside Union	1	1		1			3
La Mesa-Spring Valley	4						4
National	2	2		4			8
Poway Unified	1	1	2				4
Rich-Mar Union			4		1		5
San Diego Unified	2	4		2		2	10
San Diego County						6	6
San Dieguito			5		1		6
Santee				2		1	3
South Bay	2	2				1	5
Sweetwater					5		5
Valley Center	1	1	1	1			4
Vista				2		3	5
TOTAL	21	22	12	17	7	13	92

Project-Funded	TEACHERS			ADMIN/OTHERS			TOTAL
RIVERSIDE (Jan. 10-13)	Pri	Int	Sec	Elem	Sec	Dist	
Alhambra	4			1			5
Alvord	2	1		1			4
Baldwin Park	1	3		1			5
Bonita	2	1		1			4
Centralia		2		2			4
Colton			7				7
Desert Sands		4		1			5
Duarte		2	2		2		6
Fontana	1	1	1	1			4
Garden Grove	3			3			6
Glendora		2		3			5
Newport-Mesa			3		1		4
Placentia	1	2		1		1	5
Riverside			5		1		6
Rowland	2	1	1			1	5
San Joaquin	2	2		1			5
Walnut Valley			2		1		3
TOTAL	18	21	21	16	5	2	83

Note: College credit was available for this workshop from University of California at Riverside.

Project-Funded	TEACHERS			ADMIN/OTHERS			TOTAL
OXNARD (Jan. 17-20)	Pri	Int	Sec	Elem	Sec	Dist	
Briggs	4					1	5
Goleta	3	1				1	5
Hope	2	1		1			4
Hueneme	2	2		1			5
Lucia Mar	2	3		1			6
Montecito	3					1	4
Moorpark	1	3					4
Orcutt	4	1					5
Oxnard	4	4		2			10
Palmdale	2	2		1			5
Pleasant Valley	2	1	1	1		1	6
Somis	2	1		1		1	5
Valley Oaks	4	2		1			7
Ventura Unified	1		2	2	1		6
Ventura County						1	1
TOTAL	36	21	3	11	1	6	78

Phase III - In-Service Training (continued)

Consumer-Funded Workshops

Workshop Location	Dates	Length (Days)	Number of Participants	No. of Districts Represented	College Credit Available?
Richmond	6/31-7/2	3	68	2	Yes (1)
Portland, Ore.	8/14-18	5	95	3	No
Alameda County	8/28-30	3	104	15 (D)	Yes (2)
Contra Costa County	8/29-31	3	80	14	Yes (2)
San Jose (Ext.)	9/22-24	3	61	17 (D)	Yes (1)
Fremont	9/29,30; 10/6,7	4	38	1 (D)	Yes (2)
San Francisco (Arch)	10/13-15	3	99	13 (D)	Yes (3)
Fremont	10/27,28; 11/3,4	4	59	1 (D)	Yes (2)
La Mirada	1/24-27	4	76	26	No
Fremont	2/2,3,9 and 10	4	76	4 (D)	Yes (2)
La Mirada	2/14-17	4	84	28	No
San Rafael	2/23,24; 3/2,3	4	102	16 (D)	Yes (4)
San Francisco (Arch)	3/9-11	3	89	12 (D)	Yes (3)
Fremont	3/9,10,16 and 17	4	75	4 (D)	Yes (2)
La Mirada	3/28-31	4	119	17	No
La Mirada	4/4-7	4	111	13	No
Walnut Creek	4/6-8	3	49	3	Yes (5)
Escondido	4/13-16	4	98	1	Yes (6)
Stockton	4/27-28; 5/4-5	4	78	2	Yes (7)
Camarillo	6/19-22	5	90 *	2	Yes (8)
Santa Barbara Co.	6/25-28	4	80 *	6	Yes (3)
Total		79	1731	200	Yes = 16

* - Estimated

(D) - Includes districts of "Direct Participation". No. of teachers - 455

(1) California State University, San Jose
(2) California State University, Hayward
(3) College of Notre Dame, Belmont
(4) Dominican College, San Rafael
(5) St. Mary's College, Moraga
(6) California State University, San Diego
(7) University of California at Davis
(8) University of California at Santa Barbara

Phase III - In-Service Training (continued)

All Workshops

Number of In-Service Sessions (Workshops)		25
Number of Workshop Days (Total)		96
Number of Participants		2069
Public Schools	1742	
Private Schools	327	
Number of Educational Agencies		268
Public School Districts	243*	
Parochial School Agencies	25**	

* May include some duplication
** Estimated count

Participants' Rating of Workshop Success

At the end of the workshop each participant was asked to evaluate the effectiveness of the workshop for his own purposes. Five possible responses were identified. (Copy of the form is located in the appendix.) The results of the participants' ratings for the workshops are indicated below as percentages:

Extremely useful	49.8%
Highly useful	39.5%
Moderately useful	9.8%
Somewhat useful	0.7%
Least useful	0.0%

BEST COPY AVAILABLE

Phase IV - Implementation

A variety of activities have been performed by the Project Staff which can be reported as follow-up support to assist in effecting implementation. Some of these services and actions are categorized below:

Consultant Services Provided

Special Staff-developed Training Sessions	5
On-site Assistance	27 +
Letters Received and Responses Made	70 +
Telephone Requests	50 + (est.)
Other Verbal Requests	30 + (est.)

Note: In addition to the above, 21 self-funding workshops requiring 79 days of multiple-staff time

Information Provided

To School Districts & other Educational Agencies		91
Within California	80	
Other states	11	
To Teacher Training Institutions (higher education)		13
To Individual Educators		25

Some Results of Cooperation with Higher Education

California State University, San Jose

- One professor has been used as consultant to the project since its inception.
- Part-time services of 5-7 other professors.
- Two sets of project materials are being used by Education Department Staff members in the conduct of some teacher training classes both on campus and as Extension Division activities.
- Six professors are individualizing their classes extensively and an estimated 19 others have partially individualized learning activities for their students.
- A Learning Resources Lab has been set up in the School of Education, primarily through the efforts of professors who have assisted the project as Staff Resource Persons.
- The School of Education has accepted the responsibility of "State Implementation Agency" for the University of Wisconsin's "Individually Guided Education/Multiunit Elementary School Project". The CTDP Project Consultant has been named State Coordinator of this program.

Other Colleges and Universities

- Ten institutions of higher education in California have authorized collegiate credit for participation in workshops (18) conducted by the project during the present year.

Staff Development

The Project Staff designed and implemented a training program to prepare additional resource staff members for ultimate use in workshops in other geographic areas. These "satellite" workshop staffs are expected to help meet the need for additional workshops after the termination of funding for the original project (CTDP).

The three-phase training program included:

1. Identification and selection of trainees who had previously participated in a CTDP workshop; were individualizing in their own classrooms; and who have high potential to relate positively to other teachers in an inservice training environment.

2. Participation in a one-day training session with principal focus on the specific functions of workshop staff members.

3. Actual experience as an "assistant" workshop staff member while working in a CTDP workshop under guidance and direction from our regular staff members.

As a result of training activities conducted on the above model a supply of professional workshop staff members are now available in San Diego County (Escondido), Los Angeles County (Superintendent's office), and in the San Francisco Bay Area. The total of such trained persons now approximates 110.

A highly qualified staff is essential to the conduct of an inservice program of the type developed by this project. As important as this is, however, a well-organized, complete set of learning materials is also vital to a successful workshop. Knowing this, the workshop staff has assisted various educational agencies in the state to duplicate project materials or otherwise collect suitable learning materials for future use.

Materials required to conduct an Individualized Instruction workshop now exist at the Office of the Los Angeles County Superintendent of Schools; School of Education at California State University, San Jose; Department of Education, Archdiocese of San Francisco; and the Instructional Division of Fremont Unified School District.

It is hoped that long-range educational benefits for the youth of California will result from these attempts to provide a continuing inservice activity for professional persons after the original project has officially terminated.

POST-WORKSHOP CHANGES IN CLASSROOM INSTRUCTIONAL METHODS

Introduction

The dissemination of information about innovative educational programs has been an accepted practice for some years. Very few efforts have been made, however, to determine the subsequent extent of adoption/adaption by those exposed to the disseminated information. This is probably due to the fact that dissemination activities, until recently, have generally been a "show and tell" type of program. The duration of such programs usually have not exceeded one year. More recently, with the emphasis on accountability in education, interest has developed in attempting to determine what effect, if any, occurred following any particular treatment.

In the late spring of 1972 it became evident that the project we had been disseminating throughout California was to be funded for a second year. This provided an excellent opportunity to conduct some follow-up testing to assess "what actually happened in the classroom" after participation in the in-service training program. The Project Staff was spurred by this opportunity to explore various testing alternatives which might provide answers to some of the questions we had been asking ourselves. Typical questions we wanted to investigate included: To what degree did the workshop stimulate teachers to change previous instructional modes? Did teachers actually adopt the concept? Did they adopt/adapt new materials or techniques they had observed in the workshop? These, and other related questions, prompted the exploration of alternatives which might provide answers.

Without budgeted funds, and with a limited amount of time, the staff resorted to the only alternative that seemed applicable in terms of these constraints. It was decided to conduct a survey among the teachers themselves to obtain the data we desired. In reaching the decision to accept this alternative it was recognized that a survey of this type had some limitations. Included among these were such things as self-aggrandizement by the respondents, obtaining responses from teachers who had made minimal changes in their classroom procedures, etc. On the assumption that some answers were better than none at all, we proceeded to administer the survey instrument.

Description of the Survey Instrument

A cover letter was prepared which focused on several matters, viz., assuring the teacher that we were not evaluating her effectiveness as a teacher; that we were trying to determine the effectiveness of the workshop in helping teachers to implement individualized learning activities in the classroom; assuring her of anonymity; and appealing for honest, straight-forward answers to provide reliable information which might be utilized to improve the quality of future workshops. The instrument - with its cover letter - was sent to each classroom teacher who had been a participant in one of the four project-funded workshops during the first year.

The survey instrument* contains three parts. Part I includes questions which provide classification data, i.e. respondents were to identify the grade level(s) taught, the size of school, and the years of teaching experience completed.

---

* A copy of the instrument may be found in the Appendix.

The second part of the survey contains eighteen questions. Each question relates to some function of individualizing learning in the classroom. The teacher is asked to circle either a YES or a NO for each question with the understanding that the response refers only to actions initiated, or expanded, after the workshop. If a YES is circled, each person is also asked to identify their level of satisfaction with that attempt to individualize. A choice of five levels of satisfaction are provided for response.

The third part of the survey provides an opportunity for the teacher to identify any special problems encountered which seriously hampered her effort to individualize the instructional program. This response is optional. The teachers responding in this section are asked to write suggestions if the workshop training program could have helped them to avoid the specific problem(s) that had been identified.

Discussion of the Findings

The staff was satisfied with the 60% return of the surveys. The questionnaire had been sent to 196 teachers. Responses were received from 43 teachers, K-3; 46 teachers 4-6; and 29 teachers 7-12. Returns were in approximately the same proportions, by grade levels, as the original mailing had been.

The staff's primary question had been, "Would teachers have tried any of the techniques related to individualizing lessons for students?" We were pleased to learn that 100% of the respondents had tried something. In fact, the average number of YES responses by the total group was 11.8. This indicates that out of the 18 questions asked, teachers had responded positively to approximately 12 - nearly 66%!

We considered the possibility that teachers who had been unable to answer any questions positively might have decided not to return the survey. Our inclination is, however, to minimize the importance of this assumption based upon the knowledge that of the 60% who responded, 100% reported at least one "YES". Examination of the Tables below may give the reader additional data to consider prior to formulating his own interpretation of the results.

The responses to the survey questions have tended to contradict some of the rather commonly accepted beliefs that: "older" teachers are less likely to try new ideas than "young" ones, elementary teachers are more likely to change than are secondary teachers, changes by staff occur more rapidly in small schools, etc.

Data recorded in the tables below seem to indicate, at least for the particular sample in this study, that age (experience), particular grade levels, number of colleagues in the everyday working situation (size of school) have little effect on a teacher's willingness to try new ideas and techniques in the classroom.

Staff supposition at this time is that willingness of teachers to try new teaching methods are probably more dependent upon other factors (social, personal, etc.) which play directly on the individual teacher in a particular setting than upon the factors considered in this survey.

TABLE 1

DISTRIBUTION OF TEACHERS BY GRADE LEVEL AND THE AVERAGE NUMBER OF POSITIVE RESPONSES

Grade Level	N	Average YES Responses
K-3	43	12.6
4-6	46	12.6
7-9	24	9.65
10-12	5	10.0
Total	118	11.84 (65.7%)

TABLE 2

DISTRIBUTION OF TEACHERS BY SIZE OF SCHOOL AND THE AVERAGE NUMBER OF POSITIVE RESPONSES

Size of School (Stud. Enr.)	N	Average YES Responses
1-250	6	12.8
251-500	45	13.0
501-750	32	11.2
751-1000	13	11.4
1001-1250	12	10.4
1250-1500	4	9.7
1501-1750	0	-
1751-2000	4	12.5
2001-above	2	12.5
Total	118	11.93 (66.3%)

TABLE 3

DISTRIBUTION OF TEACHERS BY YEARS OF EXPERIENCE AND THE AVERAGE NUMBER OF POSITIVE RESPONSES

Years of Experience	N	Average YES Responses
0-2	17	11.3
3-5	29	11.9
6-10	26	12.8
11 or more	46	11.4
Total	118	11.85 (65.8%)

TABLE 4

RANK ORDER OF MOST FREQUENTLY SELECTED ITEMS* BY TEACHERS WITHIN GRADE LEVEL GROUPS AND IDENTIFICATION OF THE ITEM PROVIDING HIGHEST LEVEL OF SATISFACTION WHEN ATTEMPTED

Grade Level Group	N	Item numbers most frequently selected						Item(s) giving highest level satisfaction
		1st	2nd	3rd	4th	5th	6th	
K-3	43	#2,6		#3,4		#16	#5	#2
4-6	46	#6	#2	#13	#3,9			#2
7-9	24	#2,3		#4	#8	#6		#4,8
10-12	5	#3,4, 6,17						#3,4,6

Explanation: This table indicates that the 43 teachers in the K-3 grade level group reported a "Yes" response to Item #2 and #6 more frequently than to any other items on the survey. The next most popular choices were for Item #3 and #4 and so on. It also shows that the same group of teachers received more satisfaction from attempting Item #2 than any other.

* For identification of items refer to survey instrument in the Appendix.

The staff has categorized and tabulated the "serious obstacles to classroom implementation" as reported by the teachers in Part III of the survey. (When teachers reported more than one problem area, the first identified was the one chosen for recording in Table 5 below.)

TABLE 5

Obstacles Identified	Number of Teachers
"Lack of money"	11
"Lack of time"	29
"Lack of Admin. Support"	8
"Parental or Public Negativism"	0
"Lack of Personal Competence"	23
"Personal Rejection of the Individualized Concept"	2
Other Miscellaneous Problems	4
Positive responses	6
No comments received	36
TOTAL	118

Additional Surveys

Tables 1 through 5 above refer to the results from the first survey administered. As explained elsewhere, that survey involved teacher-participants from the four project-funded workshops during the first year of statewide dissemination, 1971-72. Encouraged by the enthusiastic response to that survey and also by the many teachers who indicated another year would make it possible for them to increase the amount of individualization they were attempting, we decided to follow-up one year later with a re-administration of the same survey to the same group. This time, however, surveys were directed only to those who had responded to the first survey.

Simultaneously, we elected to send the survey to teacher-participants from the four project-funded workshops of the second year of dissemination, 1972-73.

The results obtained on the follow-up survey to participants from the 1971-72 workshops indicated a marked increase in the number of techniques being used to individualize classroom instruction in the second year. Specifically, this amounted to an increase of approximately 5% over their attempts during the first year.

Teachers ranked three particular items as providing them with the greatest satisfaction. The selected items related to their efforts to (1) let children work at their own speed, (2) provide different objectives for different students, and (3) to provide techniques of positive reinforcement for successful students. It was of particular interest to note that these techniques were rated exactly the same both times the survey was administered to the 1971-72 test group.

No significant difference was noted when comparing the results of the 1971-72 test group with the 1972-73 test group. The data were practically identical, category by category. Both groups also had identified the same techniques as providing them with the greatest satisfaction. This information tended to substantiate the inferences drawn by the project staff after the first administration of the survey to the 1971-72 test group.

Summary and Conclusions

Surveys were sent to 196 teachers in the 1971-72 test group. A response was received from 60% of them (118). A similar percentage was received from the 1972-73 test group (119). All respondents (100%) from these two test groups indicated that changes in instructional methods/procedures did occur in their classroom following the workshop.

The number of changes reported by all respondents from both groups averaged 11.7 items attempted during the same year as the in-service program. This means that out of 18 individualizing techniques presented for choice, the participants tried nearly 12 of them!

Teachers identified three major obstacles to implementing individualized techniques in the classroom. Both groups ranked the three problems identically. The biggest problem is TIME. Time for preparing materials, time for assessing students' needs, time for prescribing curriculum for individuals, time for evaluating students' work, time for recording student progress, etc. The cry for more time was, by far, the most constant problem.

The second greatest problem is PERSONAL COMPETENCE. Teachers were quick to identify their own shortcomings in terms of implementing the program. They know they need more training and many have indicated their intent in obtaining it during the vacation periods. Some mentioned visitations to classrooms where learning is being individualized to acquaint them with additional ideas for adaptation in their own classes. The response to the concept of individualizing is extremely positive. It is the "know-how" which is one of the difficulties.

The third most frequently mentioned obstacle is MONEY. If the original question had been directed to administrators undoubtedly this matter would have been listed first. Teachers are at least aware of this problem and can only ease the burden by utilizing every possible technique to conserve on expenses, to purchase wisely and to make full use of materials and equipment already on hand.

In reaching conclusions it is, of course, dangerous to make generalizations based upon the results of such a limited survey. It would appear, however, that to the extent our test groups are typically representative of teachers elsewhere, certain inferences can be made:

> First of all, we are convinced that teachers will experiment in the classroom to try out various ideas and techniques of individualizing instruction to which they have been exposed in an in-service training program like the one modeled by the California Teacher Development Project.
>
> Secondly, given a year of experimentation and time to become comfortable with the magnitude of the concept's implementation they will gradually increase the extent of individualizing in their classrooms.
>
> And, third, administrators who wish to help teachers make the transition must recognize the importance of creating a supportive environment for change; the value of positive reinforcement for teachers' successes; the necessity of providing working time for teachers to establish a program (volunteer aides, peer tutors, special groupings, etc.); the need for continuing in-service training for all staff; the procurement of parent understanding and actual support of the program; and, finally, a constant search for ways to reallocate existing resources (not more money) to provide for the unique needs of individualized instruction.

Other Possible Uses of the Survey Instrument

The instrument used in these surveys may be of additional value to educators. Consideration may be given by teachers to the possibility of using it for self-evaluative measurement of progress in individualizing the instructional program. Similarly, building administrators may find it a useful guide to the identification of in-service training needs of staff, individual teacher assessment (or needs), and various other administrative uses.

APPENDIX A

DISCUSSION OF RESULTS

DISCUSSION OF RESULTS

Four performance criteria were stated for Major Function 4.0 in the 1972-73 California Teacher Development Project. One performance criterion related to the acquisition of knowledge by the inservice participants about individualized instruction; two performance criteria related to their attitude toward individualized instruction; and one criterion related to the satisfaction of the participants with the total workshop experience.

In conducting the statistical tests only those participants who had answered all items on each test and had completed all required instruments were used in the analysis. This explains the differences which exist in the test group number and actual number used in the analysis. Some participants omitted answers, and since it was not valid to assume answers not marked as being right or wrong and positive or negative, the tests in such cases were not used to conduct the statistical analysis. If it can be assumed (using appropriate variables for comparison) that the participants used in the analysis group were representative of the total test group, the generalizations from the analysis can be made about the total test group.

The proficiency level in Performance Criterion #1 was stated in terms of equalling or exceeding the mean gain score of an identified comparison group.

The Comparison Group (1971-72 inservice workshop participants) had a higher mean gain score than the total of 1972-73 workshop participants. Two individual workshop groups, however, had a higher mean gain score than the Comparison Group. In relating the results to Performance Criterion #1, the objective was attained by two workshop groups (Elk Grove and Riverside) and was not attained by the total workshop group or the two remaining workshop groups (San Diego and Oxnard).

The gains in knowledge of the total and individual workshop groups were, however, very significant. Each achieved gains in knowledge - significant at the .01 level. The groups, therefore, significantly increased their knowledge of individualized instruction but some did not reach the level of improvement (gain) made by the 1971-72 workshop groups.

Performance Criterion #2 stated that the workshop participants would respond positively to the concept of individualized instruction as indicated by a score of 85 or higher on the Attitude Inventory of the study. Neither the total workshop group nor three of the individual workshop groups reached this level, although the differences were small; less than two points in most cases. One workshop group (San Diego) did exceed the criterion mean score of 85 although their score was only slightly higher (by 0.55 points).

A follow-up study was conducted to obtain the data for Performance Criterion #3. This objective required that the workshop participants achieve a score equal to 95 percent of their score on the Individualized Instruction

Attitude Inventory made at the end of the inservice workshop. This objective was achieved by the total and by each of the four inservice workshop groups individually. All but one group exceeded their criterion score by five points or more. The Elk Grove workshop group exceeded the score but only by 3.7 points.

Performance Criterion #3 was met by all groups in the study.

Performance Criterion #4 required that at least 90 percent of the workshop participants would indicate either of the two highest categories of satisfaction on the Workshop Evaluation Form. This level was not achieved, but only by a very narrow margin. The percentage of participants that indicated the specified level of satisfaction was 89.4% on Performance Criterion #4.

In summary, the mean gain scores of the 1972-73 workshop participants were generally not as high as those of the 1971-72 workshop participants. Two of the four individual workshop groups, however, did exceed the 1971-72 level of gains in knowledge of individualized instruction.

The attitude toward individualized instruction scores of the 1972-73 participants was generally lower than the established criterion mean score of 85 on the individualized instruction inventory. Perhaps a more reasonable test of attitude would be to determine if workshop groups did reach a criterion level set at achieving 95 percent of their post-workshop mean scores. This each group and the total workshop group easily did. Furthermore, the delayed post-test scores of three of the workshop groups and the total workshop group exceeded those scores achieved immediately after the workshop. This is particularly relevant when we consider that we are talking about the retention of a participant's attitude sixty days after the conclusion of the workshop.

The level of satisfaction in participating in the workshop itself was very close to the criterion level of satisfaction (89.4% to 90%) and for all practical purposes could be considered as having been achieved.

APPENDIX B

SAMPLE SCHEDULE OF AN INSERVICE PROGRAM

WORKSHOP FOR INDIVIDUALIZING INSTRUCTION AND LEARNING

A Dissemination Activity of
The California Teacher Development Project
with the joint assistance and cooperation of
Elk Grove Unified School District

NOVEMBER 15-18, 1972

SCHEDULE

**Wednesday
Nov. 15**

8:30 Registration and Pre-Workshop Inventory (Room 75)

9:15 Welcome and Overview of the Workshop - Mr. Clyde Voorhees
Workshop Director

9:30 Workshop Orientation and Staff Introductions
Mrs. Barbara Ward, Workshop Co-Director

10:00 Small-Group Planning Sessions

Primary	Joan Latimer	Room 5
Intermediate	Kay Gravdahl	Room 68
Secondary (7-12)	Mike Demko	Room 71
Administrators	Clyde Voorhees	Room 70

10:45 "Working with Individualized Instruction" Room 75
A Slide/Tape presentation of Thorwald Esbensen

11:15 Begin Individualized Study

12:00 Lunch

1:00 Resume Individualized Study

1:15 Special Activity *

"Writing & Using Behavioral Objectives" Room 75
Don De Long 1:15-2:00 (D) **

3:00 End of first day of Workshop

* All Special Activities are voluntary.
See Information Board for room locations and
changes of schedule, if any.

** Indicates the Component relationship

Thursday
Nov. 16

8:30 Continue with Individualized Study

8:45 Special Activity *

"An Individualized Classroom"
Kay Gravdahl 8:45-9:45 (E,F) Room 75

11:00 Special Activity *

"Classroom Learning Centers"
(Primary) Joan Latimer 11:00-12:00 (I)

12:00 Lunch

1:00 Resume Individualized Study

2:00 Special Activity *

"Classroom Learning Centers
(Intermediate) Joan Latimer 2:00-3:00 (I) Room 75

3:00 End of second day of Workshop

* All Special Activities are voluntary.
See Information Board for room locations and
changes of schedule, if any.

Friday
Nov. 17

8:30 Begin Individualized Study

8:45 Special Activity *

"Writing and Using Contracts in Individualized Instruction" — Room 75
Charles McNally 8:45-9:45 (H)

11:00 Grade Level Meetings

Primary	Joan Latimer	Room 5
Intermediate	Kay Gravdahl	" 38
Secondary	Charles McNally	" 71
Administrators	Clyde Voorhees	" 70

12:00 Lunch

1:00 Resume Individualized Study

1:15 Special Activity *

"Evaluating and Recording Student Progress" — Room 75
Mike Demko 1:15-2:15 (K)

3:00 End of third day of Workshop

* All Special Activities are voluntary.
See Information Board for room locations and changes of schedule, if any.

Saturday
Nov. 18

8:30 Continue with Individualized Study

8:45 Special Activity *

"Orienting Parents to Individualized Instruction" Room 75
Barbara Ward 8:45-9:45 (J)

12:00 Lunch

1:00 Small Group Meetings
(Complete Study Schedule and Workshop Evaluations)

Primary	Joan Latimer	Room 5
Intermediate	Kay Gravdahl	Room 68
Secondary	Charles McNally	Room 71
Administrators	Clyde Voorhees	Room 70

2:00 Final Workshop meeting Room 75
(All Participants)
Complete Post-Workshop Inventories (2)

3:00 End of Workshop

# # #

APPENDIX C

FREMONT TEST OF INDIVIDUALIZED INSTRUCTION

EPIC INDIVIDUALIZED INSTRUCTION ATTITUDE INVENTORY

FREMONT WORKSHOP EVALUATION FORM

FREMONT SURVEY OF POST-WORKSHOP CHANGES
IN CLASSROOM INSTRUCTION METHODS, W/COVER LETTER

California Teacher Development Project

Teacher No._____ Workshop Location ____________________ Date ____________

TEACHER KNOWLEDGE TEST OF INDIVIDUALIZED INSTRUCTION

SECTION A

Directions: Fill in the correct responses on the spaces provided for each of the questions below (Nos. 1 - 5)

1. List the five basic elements of a student learning contract:

a) ____

b) ____

c) ____

d) ____

e) ____

2. The backbone for the preparation of a contract is:

a) ____

3. A behavioral objective should answer four questions. List these four questions

a) ____

b) ____

c) ____

d) ____

4. Name the three elements to be varied to achieve the goals of individualized instruction:

a) ____

b) ____

c) ____

5. List the three main steps in diagnosing individual learner requirements:

a) ____

b) ____

c) ____

SECTION B

Directions: Place the letter of the correct response on the space provided for each of the questions below (Nos. 6 - 29).

6. The financial needs of individualized instruction indicate that:

______

a) an additional $100 per student is necessary.

b) an additional $50 per student is necessary.

c) some programs can be conducted without additional funds.

d) an additional $200 per student is necessary.

7. Diagnosis and prescription should be based upon:

______

a) integrated relationships.

b) individual monolithic teaching.

c) the student's past failures.

d) behavioral objectives.

8. Student self-directed behavior can be characterized by:

______

a) student self-assessment, motivation, and interest.

b) student free choice.

c) student self-accountability.

d) student self-assessment, planning, implementation, and evaluation.

9. A classroom learning center should be planned so as to be:

______

a) flexible for various needs.

b) structured for a specific need.

c) loosely oriented.

d) fun.

10, When attempting to bring about a change in anyone the first thing you should do is to make sure that:

______

a. you are right.

b. the person you are trying to change is wrong.

c. you do not threaten them.

d. you make the person uneasy so as to make him more acceptable to change.

11. The evaluation of a student's progress should be based upon:

_____ a) standardized tests.

b) school district goals.

c) behavioral objectives.

d) teacher-made tests.

12. Individualized instruction and ungraded organization:

_____ a) are not found together in the same instructional program.

b) may or may not be used together in the same instructional program.

c) must be used together for either one to work.

d) are too expensive for all but the wealthiest districts.

13. Several studies have shown that the teacher should expect the planning and implementation of individualized instruction to take up to:

_____ a) 10% more time than did traditional instruction.

b) 25% more time than did traditional instruction.

c) 40% more time than did traditional instruction.

d) 50% more time than did traditional instruction.

14. Research evidence presented in the Edling Survey of Individualized Instruction indicates that:

_____ a) students achieve more in individualized instruction than in group instruction.

b) students achieve less in individualized instruction than in group instruction.

c) students achieve no less in individualized instruction than in group instruction.

d) there is no difference in student achievement between individualized and group instruction.

15. A "special test" is usually:

_____ a) normative.

b) better suited to needs.

c) criterion-referenced.

d) accumulative.

16. In the process of diagnosis, the teacher must take into account the student's:

_____ a) needs and abilities.

b) character.

c) functions and place.

d) contributions.

17. From the following list of seven choices, mark with "x" the four most valuable for the student if he is expected to commit himself to a specific learning objective:

_____ a) Wide use of audio-visual materials.

_____ b) The teacher should reward positive actions.

_____ c) The teacher should change schedules often.

_____ d) Students should be allowed to tutor students.

_____ e) The teacher should offer positive alternatives.

_____ f) Keep accurate and posted records.

_____ g) Build a positive emotional environment.

18. One of the recommendations of the Hawaii Curriculum Center report was that:

_____ a) individualized instruction needs further evaluation.

b) planners need to develop clearer sets of objectives.

c) all Hawaii schools should adopt individualized instruction.

d) Hawaii schools should not develop individualized instruction.

19. The major consideration in arranging the facilities of an individualized classroom is:

_____ a) neatness.

b) student traffic patterns.

c) fire regulations.

d) interaction patterns.

20. A function of an instructional aide would be:

______ a) taking attendance.

b) assisting the teacher with teaching activities,

c) running off ditto materials.

d) all of the above.

21. What activity below is equally as important as evaluating student progress?

______ a) Seeing student progress.

b) Conferring with parents.

c) Reporting student goals.

d) Recording student progress.

22. Which one of the following needs was identified by the California Teacher Development Project Needs Assessment as a problem for teachers in individualized instruction?

______ a) Need for specialized facilities.

b) Need for a parent orientation program.

c) Need for more valid tests of student ability.

d) Need for more teachers with masters and doctors degrees.

23. The Project PLAN evaluation report indicates that:

______ a) the evaluation has not been completed.

b) more schools should adopt PLAN.

c) Project PLAN should be terminated.

d) Non-PLAN students do better than PLAN students.

24. The tests in a UNIPAC are based upon the UNIPAC's:

______ a) content.

b) style.

c) behavioral objectives.

d) accountability.

25. Freedom with responsibility assumes that the student takes responsibility for:

_______ a) self-management and self-enlightenment.

b) self-enlightenment and self-concept.

c) self-direction and motivation.

d) self-management and self-direction.

26. Preparing tests and materials would be tasks performed by only teachers and:

_______ a) clerical aides.

b) instructional aides.

c) housekeeping aides.

d) audio-visual aides.

27. It is important that parents have positive attitudes toward individualized instruction because:

_______ a) parents who like the schools vote for higher taxes.

b) children mirror their parents' attitudes.

c) teacher morale is higher when they know the parents like them.

d) parents' feelings affect school policy.

28. Parents should understand the meaning of individualized instruction because:

_______ a) parents are an integral part of the individualized instruction process.

b) it is good for them to know their child's teacher.

c) they should know what happens at school.

d) they may volunteer to help with the program.

29. To be successful, individualized instruction needs the combined efforts of:

_______ a) teachers and students.

b) students and their parents.

c) the school and the home.

d) teachers, students, and college professors.

SECTION C

Directions: Circle T or F in the columns at left to indicate which response you feel most accurately answers questions 30-42.

T F 30. In individualized instruction the teacher is a guide to the student rather than a source of information.

T F 31. Traditional teaching objectives cannot be met in individualized instruction.

T F 32. In the majority of cases, schools cannot show that their individualized instruction programs have been more effective than their traditional programs.

T F 33. The means of measuring the behavior of an objective MUST be stated in the objective.

T F 34. The following is a behavioral objective: "To contrast the literary styles of Byron and Keats, as described in the class text, in a six-page theme."

T F 35. Diagnosis is based on testing.

T F 36. An inappropriate time-saving method in individualized instruction is diagnosis by group.

T F 37. The process of diagnosis is well-defined with clear-cut steps.

T F 38. Usually, students in individualized instruction can select from a large variety of work options.

T F 39. In the individualized classroom, it is necessary to have a quiet controlled area in the room.

T F 40. When proposing a change, it is better to propose something that is not threatening as opposed to something that is constructive.

T F 41. Standardized test norms are very useful for diagnosing individual student progress.

T F 42. The maintenance of student profiles is a useful way to make in-depth studies of a student at a particular point in time.

T F 43. Pre-entry behavior of a student refers to his attitude at the beginning of the year.

T F 44. One definition of a student's learning style is simply that he learns better by reading, by listening, or by viewing.

T F 45. A check-out is a system for determining student status upon completion of a given unit or activity.

California Teacher Development Project

TEACHER KNOWLEDGE TEST OF INDIVIDUALIZED INSTRUCTION

Answer Key

SECTION A

1. Any five of the following answers are acceptable:

   Mutually agreed-upon activities (goal, goals, purpose)
   Choice of materials or media
   Choice of options for learning
   Learning at student's own pace
   Check-out provisions (progress check)
   Behavioral objective(s) (objectives)
   Self-Test (Pre-test, Post-test)

2. a) Behavioral objective(s)

3. Any four of the following questions are acceptable:

   What is the behavior?
   Who will do it?
   Under what conditions? (With what materials?)
   How will it be measured?
   What is the time limit? (A time period is stated)

4. a) Pacing
   b) Materials
   c) Objectives

5. Any three of the following answers are acceptable:

   Gather information (e.g. student-teacher conference, conference with former teacher, etc.)
   Analysis (e.g. analyze samples of student's work, review cumulative records, review standardized test data, analyze student abilities and interests, etc.)
   Interpretation

SECTION B

6. c
7. d
8. d
9. b
10. c
11. c
12. b
13. b
14. c
15. c
16. a
17. b, e, f, g
18. b
19. b
20. b
21. d
22. b
23. a
24. c
25. d
26. b
27. b
28. a
29. c

SECTION C

30. T
31. F
32. T
33. T
34. F
35. F
36. T
37. F
38. F
39. T
40. F
41. F
42. F
43. F
44. T
45. T

EPIC INDIVIDUALIZED INSTRUCTION INVENTORY

SA = Strongly Agree   A = Agree   D = Disagree   SD = Strongly Disagree

1. The teacher can make better use of class time if all students work together. SA A D SD
2. A teacher can always find one best textbook for the students in the class. SA A D SD
3. All students should start a course at the same time. SA A D SD
4. In order that they can spend more time in areas where they need it, students should not be bound by fixed class schedules. SA A D SD
5. Even though the content is the same, one set of instructional materials may interest a student more than another set. SA A D SD
6. In any course, all students should have the same content. SA A D SD
7. All students in the class should listen to the teacher's lectures. SA A D SD
8. There should be more and better learning taking place when all of the students in a class use the same text. SA A D SD
9. The teacher should set the primary objectives for the class. SA A D SD
10. Students should always proceed at their own pace. SA A D SD
11. Students should have a variety of instructional materials to select from. SA A D SD
12. Students should study that content which best meets his own needs and interests. SA A D SD
13. A student should take a test when he is ready for it. SA A D SD
14. If a good selection of textbooks is available to the students, it is not necessary to provide them with instructional materials based on other media. SA A D SD
15. Each student should have his own objectives toward which he can work. SA A D SD
16. Even when working hard, some students need more time than others to complete their work. SA A D SD

17. An important part of individualizing materials is individualizing tests. SA A D SD

18. To determine quality of performance, each student's performance should be compared to the performance of his fellow students. SA A D SD

19. A student should not be expected to work with a class where all of the students are working at their own rates. SA A D SD

20. All students in a class should take the same tests so that the teacher can compare the grades. SA A D SD

21. Because competition promotes achievement, all students should be working toward the same objectives. SA A D SD

22. Students will tend to become lazy if they are allowed to work at their own pace. SA A D SD

23. The individualization of materials should include selecting the media which best suits the student. SA A D SD

24. The teacher should establish minimum standards for the whole class. SA A D SD

25. Because of their college training, teachers know what are the best rates of study for the students. SA A D SD

26. Materials should be determined by the individual's needs. SA A D SD

27. Even in individualized instruction, all of the students in a given class should be studying the content. SA A D SD

28. It is not necessary that all of the students in a class be the same age. SA A D SD

29. All students should start and end a unit using the same materials. SA A D SD

30. The teacher should be sure that all students receive the basics in a subject. SA A D SD

CALIFORNIA TEACHER DEVELOPMENT PROJECT

Workshop for Individualizing Instruction

... EVALUATION FEEDBACK ...

1. I am a:

Teacher ________ Tutor ________
Administrator ________ Board Member ________
Parent ________ Citizen ________
Teacher Aide ________ Other ________
(what?)

2. If you work with children at school, what level(s) do they represent?

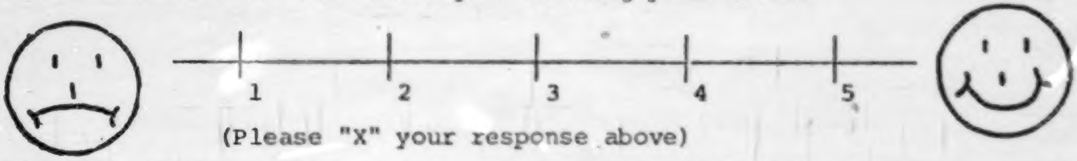
Kdgn-Primary ________ Junior High ________
Intermediate ________ High School ________
Other ________ What? ________________

3. If you are an administrator, at what level?

Elementary (K - 6) ________
Secondary (7 -12) ________
District-wide responsibilities ________

- -

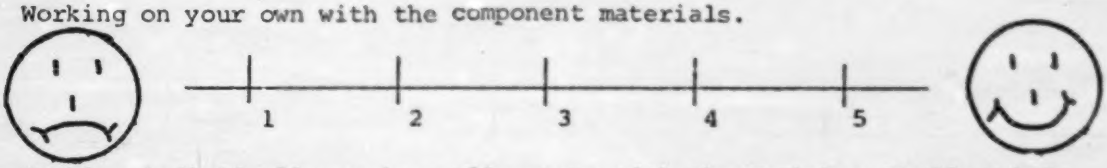
4. How successful was the workshop in meeting your needs?



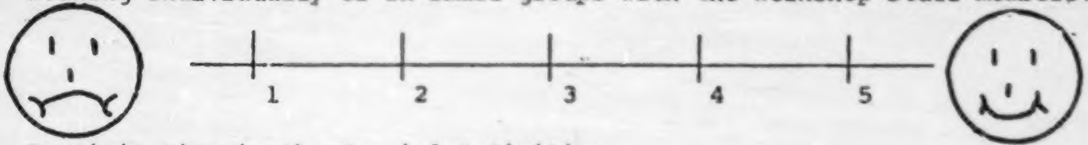
(Please "X" your response above)

Please indicate the degree of usefulness of each of the following items for your purposes.

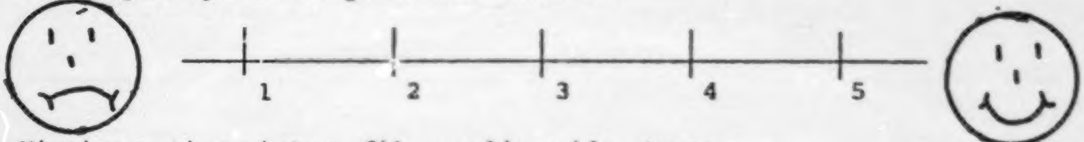
5. Working on your own with the component materials.



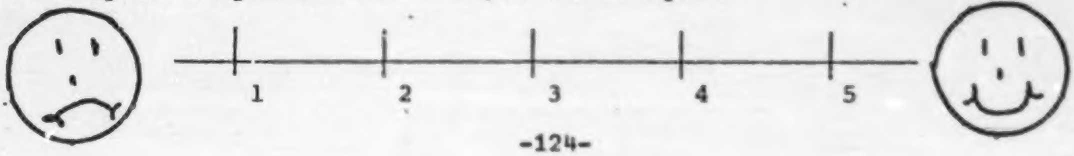
6. Working individually or in small groups with the Workshop Staff members.



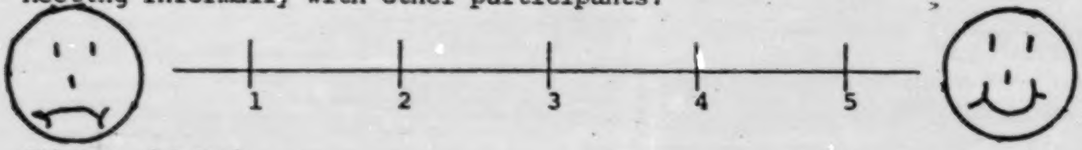
7. Participating in the Special Activities.



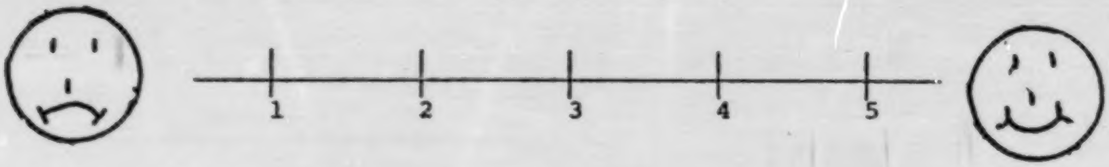
8. Viewing motion picture films and/or video tapes.



9. Meeting informally with other participants.



10. Other. (What?) ____



PLEASE WRITE YOUR COMMENTS OR SUGGESTIONS IN THE SPACE BELOW.

CALIFORNIA TEACHER DEVELOPMENT PROJECT
For Systems of Individualized Instruction • ▪ ESEA Title III Project

Administering District:
Fremont Unified

DR. WILLIAM J. BOLT
SUPERINTENDENT

MR. CLYDE VOORHEES
PROJECT DIRECTOR

40775 FREMONT BOULEVARD
FREMONT, CALIFORNIA 94538
PHONE 415/656-8986

PARTICIPATING DISTRICTS:
ARCHDIOCESE OF SAN FRANCISCO
FREMONT UNIFIED SCHOOL DISTRICT
SAN JOSE UNIFIED

May 1, 1973

Dear Colleague:

Earlier this year you participated in a four-day workshop on individualized instruction conducted by the California Teacher Development Project.

As a part of our follow-up procedures we are seeking some very important information. We need your help in this endeavor. We believe you will agree the collection of this data will be important to the profession and, therefore, justifies the investment of a few minutes of your time.

It seems to us the most important information we need to collect relates to "What actually happened in the classroom after you completed the workshop?" At this time we cannot determine the changes which may have occurred in student achievement. With your help, however, we should be able to assess the degree of change in teaching methods and/or procedures which have been initiated within your classroom. Obviously, the only one who can answer these questions accurately is yourself.

Please understand we ARE NOT evaluating your effectiveness as a teacher! We ARE trying to determine the effectiveness of the workshop in assisting teachers and administrators to implement individualized learning activities for their students.

Additional information:

1. Your identity will be kept confidential by the Project office. We will use your name and address only for follow-up correspondence.

2. This is an opinion survey. It is, therefore, very important that respondents report as honestly and accurately as possible to provide data from which valid assumptions can be made.

3. Please return this survey in the postage-free envelope at the earliest possible time. Thank you for your professional commitment.

Yours truly,

Clyde Voorhees

Clyde Voorhees
Project Director

gar
Enclosures

California Teacher Development Project

POST-WORKSHOP CHANGES IN INSTRUCTIONAL PROCEDURES OR METHODS IN THE CLASSROOM....

A Survey of Teacher Opinion

I. Identification/Classification Data

1. Name ____

2. Grade level(s) you teach this year (Please check):

Kindergarten _____

1 _____
2 _____
3 _____

4 _____
5 _____
6 _____

7 _____
8 _____
9 _____

10 _____
11 _____
12 _____

3. Size of school:

1 - 250 _____
251 - 500 _____
501 - 750 _____

751 - 1000 _____
1001 - 1250 _____
1251 - 1500 _____

1501 - 1750 _____
1751 - 2000 _____
2001 & above _____

4. Years of teaching experience completed:

0 - 2 _____
3 - 5 _____
6 - 10 _____
11 or more _____

5. Your mailing address (Answer only if different than our listing):

____

____
ZIP

II. Survey Items

Directions:

Each question refers only to actions initiated, or expanded, by you after the workshop. Circle either "YES" or "NO".

Whenever a "YES" response is given, you are asked to indicate what the extent of your satisfaction is at the present time. Circle the number which most nearly represents the level of your satisfaction. A five point scale ranging from Completely Dissatisfied (1) to Completely Satisfied (5) is to be used for this purpose.

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

Begin Survey (Please respond to every question)

1. Did you develop written, behaviorally stated objectives for your students? YES NO
(If you circled "YES", indicate the level of your satisfaction with the results.)
Circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

2. Did you make it possible for your students to work at their own rate of speed? YES NO
If "YES" circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

3. Did you provide a variety of instructional materials for students to use as they worked toward their learning objectives: YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

4. Did you make it possible for students in your classroom to pursue learning objectives which might be different from those of other students in the class? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

5. Did you establish a procedure to regularly assess the learning needs of students you taught? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

6. Did you create opportunities for student self-management and self-direction? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

7. Did you incorporate Pre/Post Tests with the learning materials and/or objectives for your students? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

8. Did you develop specific procedures to provide for the positive reinforcement of students' learning? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

9. Did you institute any changes in your record-keeping system? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

10. Did you institute any changes (or additions) to the way you reported student progress to parents? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

11. Did you make any special effort to orient parents about changes which you may have instituted in your classroom? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

12. Did you establish a resource center within your classroom? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

13. Did you utilize student "contracts" as a part of your instructional program? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

14. Did you develop any task-oriented learning centers for students? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

15. Did you utilize either paid or volunteer aides (adults) in the teaching/learning process? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

16. Did you establish any peer tutoring in your instructional program? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

17. Were your students given an opporutnity to participate with you in planning subsequent learning activities or objectives? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

18. Have you participated in any additional in-service training related to individualized instruction since the CTDP workshop? YES NO
If "YES", circle:

1	2	3	4	5
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Fairly Satisfied	Completely Satisfied

III. OPTIONAL RESPONSES

Identify specific problems you may have encountered which have seriously hampered your effort to individualize the instructional program in your classroom.

If the workshop training program could have helped to avoid any of these problems, please write your suggestions below.